

**3.0 OVERVIEW OF SERVICES
AND PROGRAMS FOR
PRESCHOOL STUDENTS
WITH DISABILITIES**

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In response to Goal II, “To understand the scope and intensity of special education service recommendations for students with disabilities who received preschool special education,” this chapter focuses on the nature of support and services provided to preschoolers with disabilities who participated in this study during the 2000–2001 and 2001–2002 school years. The sections that follow will present:

- an overview of preschool programs serving preschool students with disabilities;
- a description of demographic characteristics of preschoolers with disabilities;
- a description of programs and services provided to students as preschoolers;
- a description of instructional settings for preschoolers with disabilities; and
- a description of interaction with typical peers in Special Class programs/placements.

3.1 Overview of Preschool Providers Serving Preschool Students in the Study

During the 2001–2002 school year, a companion study to the Preschool Special Education Longitudinal Study was commissioned and conducted by MAGI Educational Services, Inc. The purpose of this project, known as the Quality Indicator Study, was to gather additional information regarding the quality of preschool special education programs and to identify the educational practices affecting general education placement rates when preschoolers enter kindergarten or school-age programs.¹ MAGI also conducted a comprehensive five-part survey of 371 preschool special education providers across the State of New York, yielding a response rate of 69.5 percent. In MAGI’s survey, respondents were asked to indicate districts for which they provided preschool special education services. MGT conducted a secondary analysis of responses from 175 participants in the Quality Indicator Study. Findings presented in this section are based on this subset of survey respondents.

¹ Special Education Quality Indicator Study Research Bulletin, MAGI Educational Services, Inc., July 2002.

3.1.1 Description of Survey Respondents

The analysis of preschool provider survey respondents was conducted by Need/Resource Capacity (N/RC) category. **Exhibits 3-1** and **3-2** report the number of preschool special education providers in each N/RC category and region.²

**EXHIBIT 3-1
PROVIDERS BY N/RC CATEGORY**

N/RC CATEGORY	NUMBER OF RESPONDENTS (n=235)
New York City	93
Large 4	35
Urban-Suburban	15
Rural	12
Average	49
Low	31

Source: MGT subset of MAGI Educational Services, Inc., Preschool Special Education Program Survey, spring 2002.

**EXHIBIT 3-2
PROVIDERS BY REGION**

REGION	NUMBER OF RESPONDENTS (n=186)
New York City	95
Long Island	25
Hudson Valley	16
Eastern	16
Central	12
Western	22

Source: MGT subset of MAGI Educational Services, Inc., Preschool Special Education Program Survey, spring 2002.

3.1.2 Agency Type

As part of the Quality Indicator Study, providers were asked to describe the type of agency administering their program. Consistent with the state at large, preschool special education programs in the 27 sample districts across all regions and N/RC categories were predominantly administered by private agencies. School districts and Board of Cooperative Educational Services (BOCES) operated most of their programs in Urban-Suburban High Need districts and in the Hudson Valley, Central, and Western regions. **Exhibit 3-3** shows the types of agencies represented in the survey by N/RC category and region.

² The number of respondents across all regions was more than the 175 in the study because some providers served multiple regions. In fact, one agency served districts in five of the six N/RC categories. The majority of agencies serve only one N/RC category. Therefore, percentages were based on the number of agencies serving a particular N/RC category or region rather than on 175.

**EXHIBIT 3-3
AGENCY TYPE BY N/RC CATEGORY AND REGION**

TYPE OF AGENCY	NEW YORK CITY (n=92)	LARGE 4 (n=35)	URBAN-SUBURBAN (n=15)	RURAL (n=12)	AVERAGE (n=49)	LOW (n=31)
Private agency	86%	80%	87%	84%	86%	84%
School district	8%	8%	0%	8%	6%	7%
BOCES	0%	6%	13%	8%	2%	3%
Other noneducational public agency	0%	0%	0%	0%	0%	0%
Institution of higher education (including a university medical facility)	2%	0%	0%	0%	0%	0%
Health/medical institution (e.g., hospital, nonuniversity medical facility)	4%	6%	0%	0%	6%	7%
TYPE OF AGENCY	NEW YORK CITY (n=92)	LONG ISLAND (n=25)	HUDSON VALLEY (n=18)	EASTERN (n=16)	CENTRAL (n=12)	WESTERN (n=22)
Private agency	86%	80%	87%	82%	66%	68%
School district	8%	8%	13%	6%	17%	5%
BOCES	0%	4%	0%	6%	17%	13%
Other noneducational public agency	0%	0%	0%	0%	0%	5%
Institution of higher education (including a university medical facility)	2%	0%	0%	0%	0%	0%
Health/medical institution (e.g., hospital, nonuniversity medical facility)	4%	8%	0%	6%	0%	9%

Source: MAGI Educational Services, Inc., Preschool Special Education Program Survey, spring 2002.

3.1.3 Instructional Settings Provided by Survey Respondents

The subset of survey respondents was also asked to identify the instructional settings where the preschoolers with disabilities received services. **Exhibit 3-4** shows that in New York City, Urban-Suburban High Need districts, and Low Need districts more than half of preschoolers with disabilities were served in a Special Class. Approximately one-third of providers indicated that preschoolers with disabilities were served in a Special Class Program in an Integrated Setting. Fewer than 10 percent indicated that children received Special Education Itinerant Teacher (SEIT) services at home, and fewer than 2 percent indicated that children were receiving SEIT services at a residential facility.

**EXHIBIT 3-4
PRESCHOOL SPECIAL EDUCATION PROGRAMS/PLACEMENTS IN WHICH
CHILDREN WERE BEING SERVED**

PROGRAM/PLACEMENT	NEW YORK CITY %	LARGE 4 %	URBAN- SUBURBAN %	RURAL %	AVERAGE %	LOW %
a. SEIT Services at Home	5.9	7.3	6.9	9.4	7.7	9.7
b. SEIT Services in the Classroom	7.2	12.0	2.5	2.0	8.7	5.8
c. Integrated Classroom (Children With and Without Disabilities)	28.2	39.8	31.2	42.7	35.0	29.2
d. Special Class (Children With Disabilities Only)	57.2	38.1	62.1	45.9	48.7	54.9
e. SEIT Services in a Residential Facility	0.8	0.0	0.0	0.0	0.0	1.1

Source: MAGI Educational Services, Inc., Preschool Special Education Program Survey, spring 2002.

Responses from the Quality Indicator Study conducted by MAGI provided the following conclusions about preschool special education programs and services in New York State:

- Roughly half of preschool special education programs (52%) were characterized as “quality programs”.
- Preschool special education programs performed particularly well in the component areas of partnerships, organization, and teaching and learning, but fared less well in the component areas of personnel and family relations.
- The quality of preschool special education programs was positively associated with the percentage of students declassified while in preschool special education.
- The degree of the child’s disability also affected preschool special education declassification rates.
- The best indicator of school-age special education placement in a less restrictive environment was the type of school district in which the child is served.

3.1.4. Interviews of Preschool Program Providers

MGT conducted follow-up interviews with a sample of preschool special education providers who served the 27 districts in the study. To derive the sample, each of the 27 districts submitted a list of the preschool programs which most frequently provided special education to the district’s resident preschool students with disabilities. One or two providers from each list were randomly selected to participate in an interview during spring 2002. MGT interviewed a total of 28 preschool program providers representing 20 of the 27 study districts.

3.1.5 Mission

According to the majority of providers interviewed, the primary mission of special education preschool providers is to serve children with special needs, focusing on the development of the individual child. Providers sought to fulfill this mission in a variety of settings and instructional programs.

3.1.6 Instructional Arrangements and Program Quality

Exhibit 3-5 reports type of service setting and the number of providers in the interview sample who offered them. The majority of providers interviewed offered Special Class in an Integrated Setting and Special Class.

**EXHIBIT 3-5
PROGRAMS/PLACEMENTS OFFERED BY
PRESCHOOL PROVIDERS IN STUDY DISTRICTS**

PROGRAM/PLACEMENT	NUMBER OF PRESCHOOL SERVICE PROVIDERS*
Special Class	13
Special Class Program in an Integrated Setting (SCIS)	12
Related Services Only	8
Special Education Itinerant Teacher (SEIT)	4

Source: MGT provider interviews, spring 2002.

*The total number of preschool service provider responses does not necessarily correspond to the number of preschool service providers interviewed. Each provider could respond to more than one category because they may have approval to operate more than one special education model.

Staffing ratios of Special Class Programs in an Integrated Setting (SCIS) and Special Class programs were similar across all N/RC districts. During 2000–2001, child-to-teacher-to-aide staffing ratios in SCIS Classes ranged from 7:1:1 or 8:1:1. The Special Class ratios ranged from 6:1:1, 7:1:2, 8:1:1, 8:1:2, to 9:1:2 (see **Exhibit 3-6**).

**EXHIBIT 3-6
SUMMARY OF SPECIAL CLASS PROGRAM IN AN
INTEGRATED SETTING AND SPECIAL CLASS CLASSROOM STAFFING RATIOS**

TYPE OF SETTING	NEW YORK CITY		LARGE 4		URBAN-SUBURBAN	
	# OF CLASSES	RATIO	# OF CLASSES	RATIO	# OF CLASSES	RATIO
a. Integrated Classroom	2	7:1:1	3	8:1:1	6	8:1:1
b. Special Class	4	8:1:1	3	6:1:1	10	8:1:2
TYPE OF SETTING	RURAL		AVERAGE		LOW	
	# OF CLASSES	RATIO	# OF CLASSES	RATIO	# OF CLASSES	RATIO
a. Integrated Classroom	4	8:1:1	3	7:1:1	3	7:1:1
b. Special Class	2	9:1:2	4	8:1:2	6	7:1:2

Source: MGT provider interviews, spring 2002.

Although the instructional programs provided by the interview sample focused mostly on the delivery of services in a Special Class Program in an Integrated Setting or Special Class program, several providers noted that their programs were based on particular philosophies or established instructional programs or techniques. Individualizing programs for students with special needs and Applied Behavior Analysis (ABA)

methodology were cited as the most effective instructional methods. **Exhibit 3-7** summarizes interview responses.

**EXHIBIT 3-7
INSTRUCTIONAL METHODS USED BY PROVIDERS IN THE INTERVIEW SAMPLE**

MOST EFFECTIVE TYPE OF INSTRUCTIONAL PROGRAM	NUMBER OF PRESCHOOL SERVICE PROVIDERS*
Individualized Programs for Children with Special Needs	7
Applied Behavior Analysis (ABA)	6
Sensory Models/Multi-sensory Approach	5
TEACCH Autism Model, University of North Carolina	4
Multi-disciplinary Approach	3

Source: MGT provider interviews, spring 2002.

*The total number of preschool service provider responses does not necessarily correspond to the number of preschool service providers interviewed. Each provider could give more than one response.

Providers were asked which strategies or activities improved the quality of their programs. Their responses may be summarized as follows:

- Fifteen described parent involvement as a key factor in improving program quality. Successful activities included parent workshops, parent-teacher conferences and communication, parent training, and communication notebooks sent home with children.
- Ongoing professional development was reported by 11 of the 28 providers enabling them to keep current with research and methodology.
- Five providers reported using appropriate research-based best practices to increase program quality.
- Four providers reported that communication among children, parents, and teachers increased program quality.
- Two providers indicated quality improvement through tailoring services and strategies to the individual needs of children.

3.1.7 Least Restrictive Environment

One of the central tenets of the Individuals with Disabilities Education Act (IDEA) is to ensure that systems are in place for students with disabilities to be educated in the least restrictive environment that meets their learning needs. During interviews, providers were asked how they ensured that students were being placed in the least restrictive environment:

- Two-fifths (42%) of providers reported that the placement of children in the least restrictive environment was primarily based on the needs of the individual child, and that they had no generalized method.

- The least restrictive environment was promoted through a periodic review process of children’s progress in four of the preschool special education providers’ programs.
- Four providers responded that working with local school districts and regular education providers enabled them to integrate their students with typical peers.
- Five providers used “trial inclusion periods” to promote the least restrictive environment.
- Eight providers offered field trips and other activities with typical peers to the children in their program.
- Other practices noted as strategies for engaging students with typical peers included:
 - scheduling visits to the center by siblings, family, or friends;
 - allowing parents to observe the children to help determine their readiness to be integrated;
 - including children with typical peers in all-school activities in instances where self-contained placements were the only placement appropriate for the student; and
 - offering a wide continuum of services to create more opportunities for integration.

The special education preschool providers participating in the interviews were asked to rate strategies and instructional techniques they considered to be effective in promoting an inclusive setting for preschoolers with disabilities. **Exhibit 3-8** summarizes these effectiveness ratings.

**EXHIBIT 3-8
EFFECTIVENESS OF STRATEGIES/TECHNIQUES IN AN INCLUSIVE SETTING**

STATEMENT	VERY	SOMEWHAT
Social Skills Training (n=28)	27	1
Individualized Curriculum Modifications (n=28)	26	2
Collaborative/Team Teaching (n=26)	24	2
Cooperative Learning (n=27)	17	10
Collaborative Planning (n=28)	26	2
Instructional Assistant (n=27)	21	6
Classroom Management Training (n=27)	26	1
Individualized Behavioral Interventions (n=28)	24	4
Home-School Partnerships (n=28)	25	3
Peer Modeling/Tutoring (n=28)	17	11
Supplemental Instructional Support (Including Assistive Technology) (n=27)	14	13

Source: MGT provider interviews, spring 2002.

The following strategies were also reported to be effective in promoting greater integration for preschoolers with disabilities:

- coordinating with and training general education teachers for special needs children that may be entering their classrooms;
- providing administrative support;
- providing positive learning environments, relationships, and communication; and
- offering bilingual education.

Providers reported that in order to offer a more fully integrated early learning environment for preschoolers with disabilities, they would need additional funding for more space to operate integrated programs, an increase in accessibility to nondisabled children in typical school settings, and an increase in the number of qualified full-time staff members.

Roughly one-third of the providers (9 of 28) indicated that they struggled with successfully integrating nondisabled children and disabled children. Several providers offered suggestions to overcome this problem:

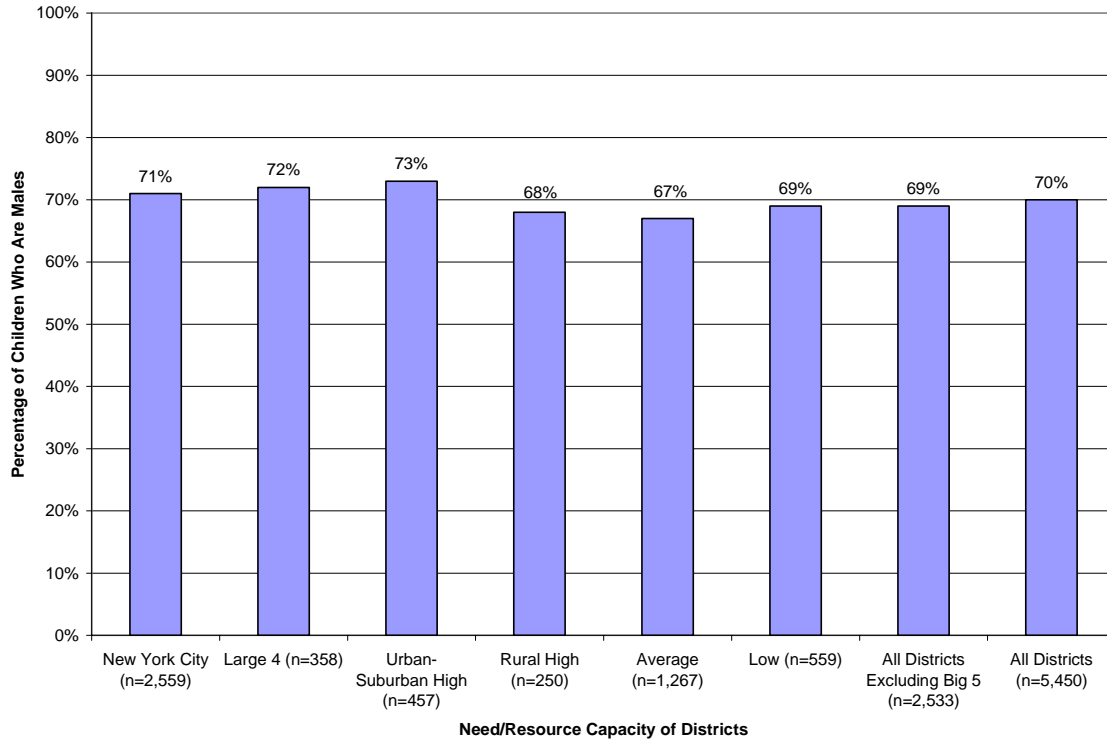
- districts should develop a program for parents and others with nondisabled children to improve their understanding of children with disabilities and the value to all students of integrating students with disabilities in classroom settings with disabled peers;
- coordinate integrated events with neighboring preschools;
- notify general education teachers in advance about special needs children who would be in their classrooms; and
- increase communication between special needs and general education providers.

Staffing issues were reported by four providers as impediments to the inclusive/integrated setting. These issues included lack of appropriate training of staff in the methods of inclusion, difficulty in attracting and retaining qualified staff, and an unwillingness of some staff to obtain special education certification.

3.2 Demographic Characteristics of Study's Preschoolers with Disabilities

This section reports demographic characteristics of preschoolers with disabilities who received special education programs and services as four-year-olds during the 2000–2001 and 2001–2002 school years. Consistent with national trends, the preschoolers with disabilities participating in the study were predominately male, ranging from 67 percent to 73 percent depending on the N/RC category of the district (see **Exhibit 3-9**).

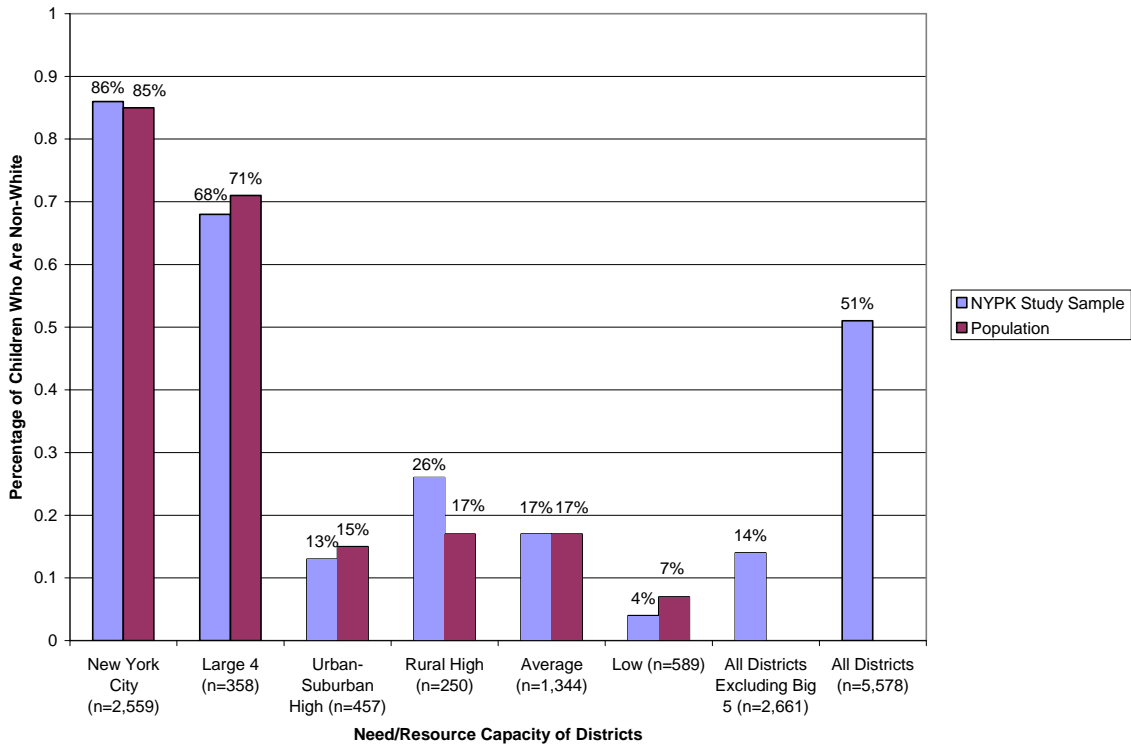
EXHIBIT 3-9
PERCENTAGE OF MALE PRESCHOOLERS WITH DISABILITIES BY N/RC
CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

The percentage of preschoolers with disabilities in the study who were non-white was also consistent with statewide data. **Exhibit 3-10**, reporting nonwhite preschoolers with disabilities by N/RC category, shows that in New York City and the Large Four school districts, non-white students comprised the overwhelming majority of preschoolers with disabilities.

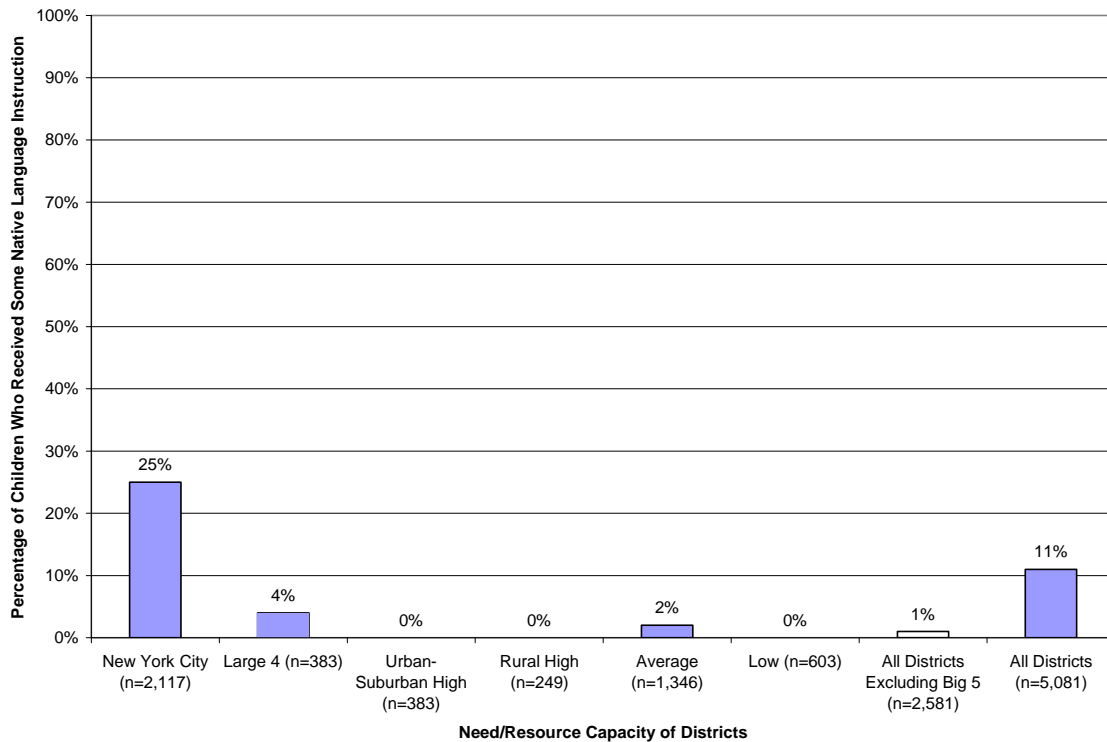
**EXHIBIT 3-10
PERCENTAGE OF NON-WHITE PRESCHOOLERS WITH DISABILITIES BY N/RC
CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

Exhibit 3-11 indicates some variation between NYC and other N/RC categories in the percentage of preschoolers with disabilities in the study who were instructed in their native language (other than English). In NYC, 25 percent of preschoolers with disabilities were identified in this category. In the Large Four and Average Need districts, fewer than 5 percent received instruction in languages other than English.

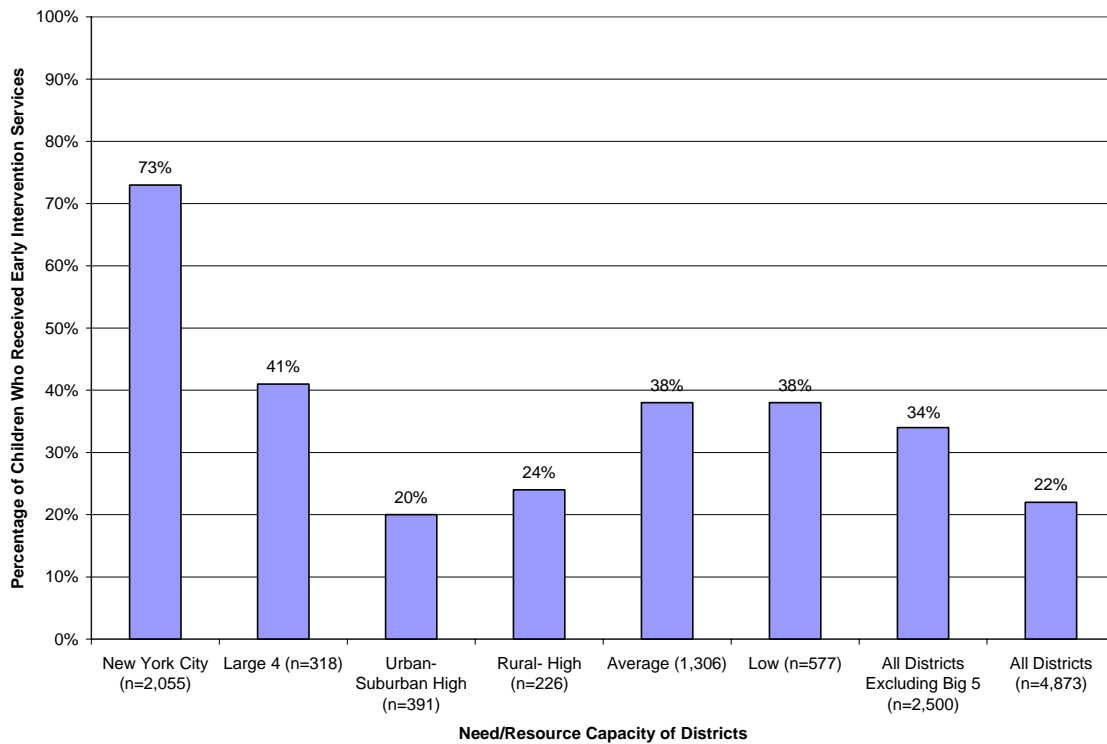
**EXHIBIT 3-11
PERCENTAGE OF PRESCHOOLERS WITH DISABILITIES RECEIVING
INSTRUCTION IN THEIR (NON-ENGLISH) NATIVE LANGUAGE BY N/RC
CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

Prior to eligibility for special education preschool programs and services under Section 4410 of the Education Law, children in New York State may be served through the Early Intervention Program (EIP) or Deaf Infant Program (DIP). **Exhibit 3-12** shows that more than one-third of preschoolers with disabilities participated in the EIP program in the Large Four, Average Need, and Low Need categories. Urban-Suburban High Need districts had the lowest rate of participation.

**EXHIBIT 3-12
EARLY INTERVENTION PROGRAM PARTICIPATION RATES IN SAMPLE
DISTRICTS BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

Only 1 percent of the preschoolers with disabilities in the study participated in the DIP in the Rural High, Average, and Low N/RC categories (**Exhibit 3-13**).

**EXHIBIT 3-13
DEAF INFANT PROGRAM PARTICIPATION RATES IN SAMPLE DISTRICTS BY
N/RC CATEGORY**

Need/Resource Capacity	Participation in Deaf Infant Programs	
	N	%
New York City	2,741	1%
Large 4	293	0%
Urban-Suburban High	362	0%
Rural High	229	<1%
Average	1,291	1%
Low	580	<1%
Total: Excluding Big 5	2,462	1%
Total	5,496	1%

Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

3.3 Preschool Special Education Programs and Services

Prior to the Preschool Special Education Longitudinal Study, NYSED examined the scope and intensity of services provided to preschoolers with disabilities from data collected in aggregate for the following two annual reports for 2000-2001 and 2001-2002:

- PD-1/4 Public School District Report of the number of Students with Disabilities Provided Special Education on December 1 and Number of Students with Disabilities Provided Special Education in Regular School-Based Programs and Separate Settings
- PD-7 Report of Preschool Special Education Programs and Services (provided pursuant to Section 4410 or 4201) of Students with Disabilities, Ages 2-5 on June 30).

Exhibits 3-14 through **3-17** provide a comparison of the state’s disaggregated results from the above reports during the 2000–2001 and 2001–2002 school years by N/RC category and geographic region. These school years coincide with the time frame when the study sample of preschoolers with disabilities received preschool special education services (i.e., from **Exhibit 2-2** in Chapter 2.0, these are Cohorts 1 and 2). A discussion of the representation of the study sample in **Exhibits 3-14** through **3-17** follows the exhibits.

**EXHIBIT 3-14
COMPARISON OF STUDY SAMPLE OF PRESCHOOLERS WITH DISABILITIES ON THE PD-1/4 PUBLIC SCHOOL DISTRICT
REPORT WITH STATE AVERAGES BY N/RC CAPACITY CATEGORY
2000–2001 AND 2001–2002 SCHOOL YEARS**

	NEW YORK CITY	LARGE 4	URBAN-SUBURBAN HIGH	RURAL HIGH	AVERAGE	LOW	ALL DISTRICTS EXCLUDING BIG 5	ALL DISTRICTS	STATE RANGE 2000–2001, 2001–2002 ¹
Number of Students	2,290	353	393	235	1,063	485	2,176	4,819	34,425-36,144
Early Childhood Setting	28%	82%	40%	4%	31%	34%	31%	33%	38%
Early Childhood Special Education Setting	57%	12%	36%	51%	28%	35%	33%	43%	30%
Home	2%	4%	12%	37%	28%	17%	24%	12%	14%
Itinerant Service Outside of Home (in Hospital)	<1%	0%	0%	<1%	0%	9%	2%	1%	1%
Part-time Early Childhood Setting/Part-time Early Childhood Special Education Setting	5%	0%	9%	8%	7%	3%	6%	5%	6%
Residential Facility	0%	0%	0%	0%	0%	0%	0%	0%	0%
Separate School	8%	2%	3%	0%	6%	3%	4%	6%	11%

Source: MGT of America, Inc., New York Preschool Special Education Study database, PD-1/4 School District Reports of the Number of Students with Disabilities, 2000–2002.

¹ The mean of the two PD-1/4 School District Reports (December 2000 and December 2001) was used to calculate the state percentages for each classification.

When statewide data were compared with the study sample's data reported by PD-1/4 preschool service setting and N/RC district categories, **Exhibit 3-14** indicates that aggregate percentages of the sample districts (All Districts) fairly approximated statewide percentages. The preschool special education samples for both cohorts were representative of the special education preschool populations with modest and (statistically) insignificant variations from the statewide data for placements in only two settings-- Early Childhood Settings and Early Childhood Special Education Settings.³ For most PD-1/4 settings, percentages for subsamples in each combination of setting and N/RC tended to approximate, within acceptable limits, statewide percentages for the 2000-2001 academic year (from which the Cohort 1 sample was drawn) and the 2001-2002 academic year (from which the Cohort 2 sample was drawn). This assertion takes into account some large differences between the sample and statewide population percentages in some PD-1/4 settings and N/RC category combinations (e.g., 82% of students in the preschool sample who received services in an Early Childhood Setting in the Large Four N/RC districts compared with 38% of students who received these services statewide). However, because the study sample was randomly selected and percentages for the aggregated study sample ("All Districts") by PD-1/4

³ According to sampling theory, it is not necessary that percentage representation within a stratified sample of a population be identical to that category's representation within the population but only that the subsample is of sufficient size to be representative *and* that students in the subsample were selected *randomly* which, according to theory, assumes that the sample will be representative of the population if, as in this case, subsamples are sufficiently large in number. Consequently, although preschool special education students placed in an Early Childhood Setting comprised 38 percent of the population but 33 percent of the study sample, according to probability theory the large size of the subsample (i.e., 33 percent of 4,819 students representing roughly 1,600 students in the Early Childhood Education sample) and its random selection are sufficient criteria to have confidence in its representation. The same rationale applies to differences in the percentage representation between the study sample and population for the "Separate School" category.

setting were relatively close to those for the population, these deviations did not threaten the study sample's representation of the statewide population.

**EXHIBIT 3-15
COMPARISON OF STUDY SAMPLE OF PRESCHOOLERS WITH DISABILITIES ON THE PD-1/4 PUBLIC SCHOOL DISTRICT
REPORT WITH STATE AVERAGES BY GEOGRAPHIC REGION DURING THE
2000–2001 AND 2001–2002 SCHOOL YEARS**

	NEW YORK CITY	CENTRAL	WESTERN	HUDSON	EASTERN	LONG ISLAND	ALL REGIONS	STATE RANGE 2000–2001, 2001– 2002 ¹
Number of Students	2,290	353	713	349	397	717	4,819	34,425-36,144
Early Childhood Setting	28%	72%	58%	18%	17%	23%	33%	38%
Early Childhood Special Education Setting	57%	9%	20%	35%	30%	49%	43%	30%
Home	2%	7%	16%	35%	48%	10%	12%	14%
Itinerant Service Outside of Home (in Hospital	<1%	0%	0%	0%	<1%	6%	1%	1%
Part-time Early Childhood Setting/Part-time Early Childhood Special Education Setting	5%	10%	3%	0%	5%	9%	5%	6%
Residential Facility	0%	0%	0%	0%	0%	0%	0%	0%
Separate School	8%	2%	3%	12%	0%	3%	6%	11%

Source: MGT of America, Inc., New York Preschool Special Education Study database, PD-4 School District Reports of the Number of Students with Disabilities, 2000–2002.

¹ The mean of the two PD-1/4 School District Reports (December 2000 and December 2001) was used to calculate the state percentages for each classification.

As seen in **Exhibit 3-15**, regionally, the aggregate of the sample districts (“All Districts”) was acceptably representative of the statewide data when presented by PD-1/4 preschool service setting and region, despite some deviations within certain setting and region combinations (e.g., 72% of students in the Central region received preschool special education services in an Early Childhood Setting compared with 38% in the population). As with the case of preschool settings within N/RC districts reported in **Exhibit 3-14**, with some exceptions, most subsamples in each combination of PD-1/4 setting and region tended to approximate statewide percentages within acceptable limits. And, again, because the study sample was drawn randomly, the study sample's aggregate representation of the statewide population was not threatened by these deviations.

**EXHIBIT 3-16
COMPARISON OF STUDY SAMPLE OF PRESCHOOLERS WITH DISABILITIES ON THE PD-7 REPORT OF SPECIAL
EDUCATION PROGRAMS AND SERVICES WITH STATE AVERAGES BY N/RC CAPACITY CATEGORY DURING THE 2000-
2001 AND 2001–2002 SCHOOL YEARS**

	NEW YORK CITY	LARGE 4	URBAN- SUBURBAN HIGH	RURAL HIGH	AVERAGE	LOW	ALL DISTRICTS EXCLUDING BIG 5	ALL DISTRICTS	STATE RANGE 2000–2001, 2001–2002 ¹
Number of Students ²	2,371	374	436	234	1,305	574	2,549	5,294	59,949-59,437
Related Services Only	16%	50%	50%	45%	53%	60%	53%	36%	38%
Special Education Itinerant Teacher (SEIT) Services Only	1%	1%	2%	2%	2%	2%	2%	1%	2%
Related Services and SEIT Services	9%	10%	6%	4%	5%	4%	5%	7%	9%
Half-Day(2.5 Hours or Less) Special Class Program in Integrated Setting	4%	12%	16%	11%	11%	4%	10%	7%	8%
Half-Day(2.5 Hours or Less) Special Class Program	10%	12%	8%	10%	11%	9%	10%	10%	12%
Full-Day (2.5 to 3 Hours) Special Class Program in Integrated Setting	<1%	6%	0%	7%	3%	<1%	2%	1%	1%
Full-Day (2.5 to 3 Hours) Special Class Program	<1%	<1%	2%	0%	4%	4%	3%	2%	1%
Full-Day (3 to 4 Hours) Special Class Program in Integrated Setting	0%	0%	1%	0%	1%	1%	1%	<1%	1%
Full-Day (3 to 4 Hours) Special Class Program	1%	<1%	2%	3%	2%	2%	2%	1%	1%
Full-Day (More than 4 Hours) Special Class Program in Integrated Setting	15%	4%	1%	2%	2%	2%	2%	8%	6%
Full-Day (More than 4 Hours) Special Class Program	44%	5%	12%	16%	6%	12%	10%	25%	21%
Residential Program	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: MGT of America, Inc., New York Preschool Special Education Study database, PD-7 Reports of Special Education Programs and Services, 2000–2002.

¹ The mean of the two PD-7 School District Reports (2000–2001 and 2001–2002) was used to calculate the state percentages for each classification.

² Number of students listed are for 10-month services only.

When sample data were compared with statewide data for preschool students within PD-7 preschool service categories both by N/RC district categories (**Exhibit 3-16**) and by region (**Exhibit 3-17**), aggregated sample percentages (“All Districts”) by PD-7 service category more closely approximated statewide percentages than in the cases of the PD-1/4 by N/RC and by region comparisons reported above. Examining **Exhibits 3-16** and **3-17**, sample percentage deviations from statewide percentages were fairly large in New York City for students who received Related Services Only and services in a Full-Day Special Class program, but since the New York City subsample comprised nearly one-half of the overall study sample in number, its relatively large size in conjunction with the

random selection process presumes representation in these two and other categories. Because aggregate percentages for the study sample in “All Districts” tended to approximate statewide percentages in most PD-7 service categories, deviations in smaller PD-7 by N/RC and PD-7 by Region combinations did not threatened the overall sample’s representation of the preschool population.

**EXHIBIT 3-17
COMPARISON OF STUDY SAMPLE OF PRESCHOOLERS WITH DISABILITIES ON THE PD-7 REPORT OF SPECIAL
EDUCATION PROGRAMS AND SERVICES WITH STATE AVERAGES BY GEOGRAPHIC REGION
DURING THE 2000–2001 AND 2001–2002 SCHOOL YEARS**

	NEW YORK CITY	CENTRAL	WESTERN	HUDSON	EASTERN	LONG ISLAND	ALL REGIONS	STATE RANGE 2000–2001, 2001– 2002¹
Number of Students ²	2,371	368	848	377	492	838	5,294	59,949- 59,437
Related Services Only	16%	61%	55%	51%	55%	47%	36%	38%
Special Education Itinerant Teacher (SEIT) Services Only	1%	2%	1%	3%	1%	2%	1%	2%
Related Services and SEIT Services	9%	14%	4%	9%	5%	2%	7%	9%
Half-Day(2.5 Hours or Less) Special Class Program in Integrated Setting	4%	2%	17%	5%	9%	11%	7%	8%
Half-Day(2.5 Hours or Less) Special Class Program	10%	1%	11%	11%	11%	12%	10%	12%
Full-Day (2.5 to 3 Hours) Special Class Program in Integrated Setting	<1%	6%	3%	8%	<1%	<1%	1%	1%
Full-Day (2.5 to 3 Hours) Special Class Program	<1%	3%	2%	1%	1%	7%	2%	1%
Full-Day (3 to 4 Hours) Special Class Program in Integrated Setting	0%	0%	<1%	0%	2%	1%	<1%	1%
Full-Day (3 to 4 Hours) Special Class Program	1%	0%	2%	<1%	2%	3%	1%	1%
Full-Day (More than 4 Hours) Special Class Program in Integrated Setting	15%	4%	2%	3%	1%	2%	8%	6%
Full-Day (More than 4 Hours) Special Class Program	44%	7%	3%	9%	13%	13%	25%	21%
Residential Program	0%	0%	0%	0%	0%	0%	0%	0%

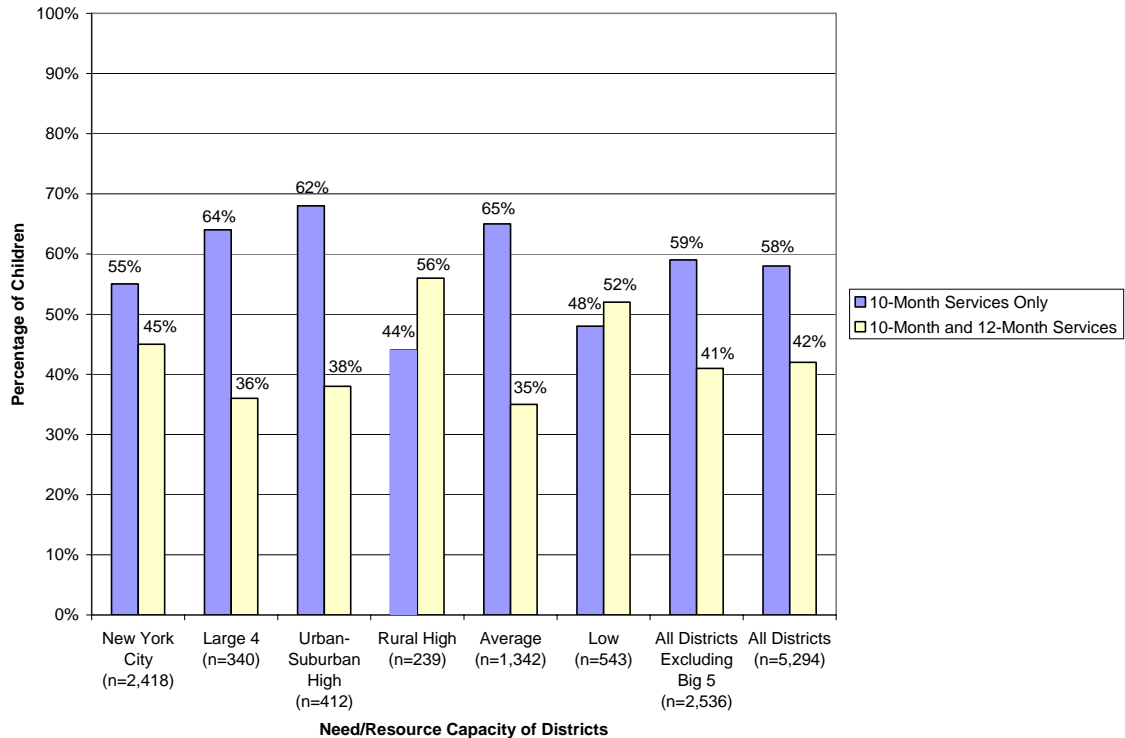
Source: MGT of America, Inc., New York Preschool Special Education Study database, PD-7 Reports of Special Education Programs and Services, 2000–2002.

¹ The mean of the two PD-7 School District Reports (2000–2001 and 2001–2002) was used to calculate the state percentages for each classification.

² Number of students listed are for 10-month services only.

Except in the Rural High Need and Low Need districts displayed in **Exhibit 3-18**, the majority of preschoolers with disabilities participating in the study received 10-month services only.

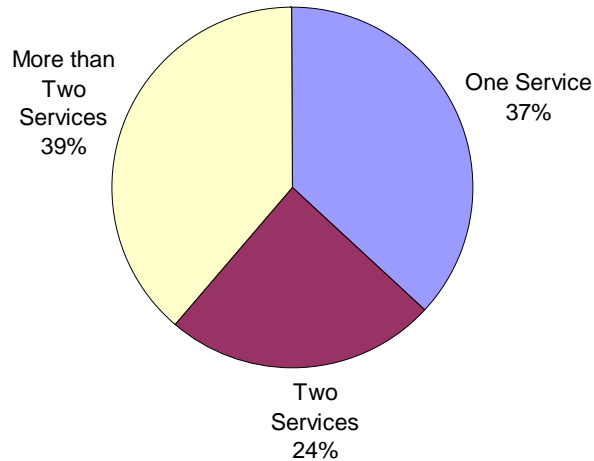
**EXHIBIT 3-18
PRESCHOOL SPECIAL EDUCATION CHILDREN
WHO RECEIVED 10-MONTH AND 12-MONTH SERVICES BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

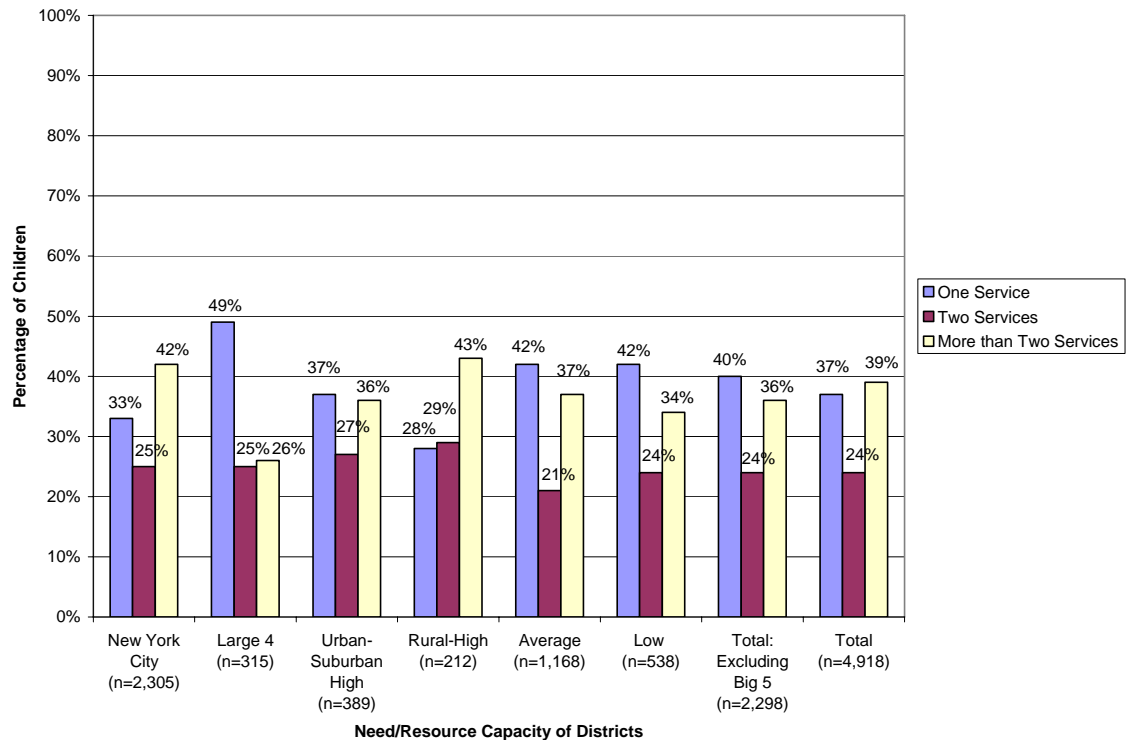
An assessment of frequency of related services shows that statewide approximately 37 percent of preschoolers with disabilities in the study received only one related service, another 24 percent received two related services, and 39 percent received more than two related services (see **Exhibits 3-19** and **3-20**).

**EXHIBIT 3-19
PRESCHOOLERS WHO RECEIVED
ONE, TWO, OR MORE THAN TWO RELATED SERVICES***



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
*All 10-month and 12-month related services.

**EXHIBIT 3-20
PRESCHOOLERS WHO RECEIVED ONE, TWO, OR MORE THAN TWO RELATED
SERVICES BY N/R/C CATEGORY ***



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
*All 10-month and 12-month related services.

Exhibits 3-21 and **3-22** show the mean and median number of services for each of the State's program placement categories by N/RC category and geographic region. New York City provided more services than were provided in other N/RC districts (mean = 2), exceeding the All Districts service mean (1.8) and median (1.0). Rural High Need and Average Need districts and, in general, districts in the Eastern region of the State tended to offer more related services than other districts for students placed in Special Class Programs in Integrated Settings (SCIS) in Rural High Need and Average Need districts. As expected, the greatest number of related services was provided in Special Class Program placements.

**EXHIBIT 3-21
AVERAGE NUMBER OF RELATED SERVICES* PER CHILD BY N/RC CATEGORY**

NUMBER OF SERVICES BY N/RC CATEGORY		RELATED SERVICES ONLY	SEIT AND RELATED SERVICES	SCIS	SPECIAL CLASS
New York City	Mean	2.0	2.3	2.0	4.3
	Median	2.0	2.0	2.0	4.0
Large 4	Mean	1.3	1.3	2.5	3.2
	Median	1.0	1.0	2.0	3.0
Urban-Suburban High	Mean	1.7	2.9	3.7	4.5
	Median	1.0	2.0	3.0	4.0
Rural High	Mean	1.7	2.4	4.0	3.7
	Median	1.0	2.0	4.0	2.0
Average Need	Mean	1.6	1.9	4.3	4.2
	Median	1.0	1.0	4.0	4.0
Low Need	Mean	1.8	3.2	3.9	3.7
	Median	1.0	3.0	4.0	4.0
All Districts Excluding Big 5	Mean	1.7	2.5	4.1	4.1
	Median	1.0	2.0	4.0	4.0
All Districts	Mean	1.8	2.3	3.2	4.2
	Median	1.0	2.0	2.0	4.0

Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

*All 10-month and 12-month related services.

**EXHIBIT 3-22
AVERAGE NUMBER OF RELATED SERVICES* PER CHILD BY GEOGRAPHIC REGION**

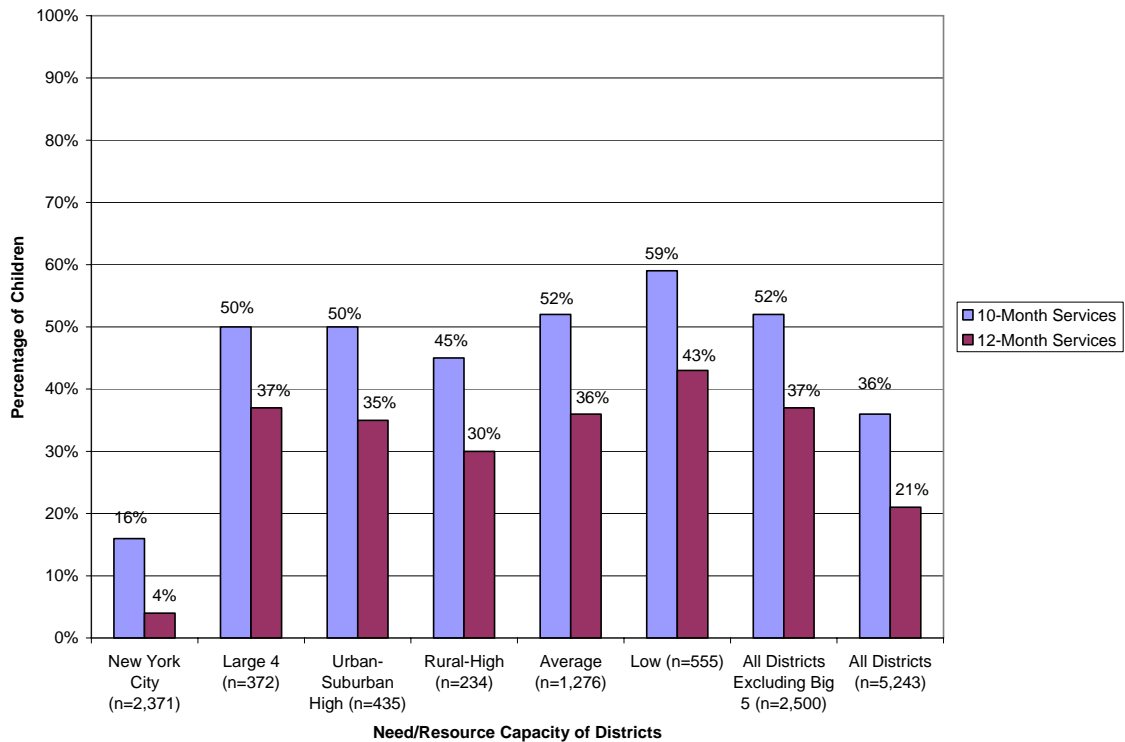
GEOGRAPHIC REGION		RELATED SERVICES ONLY	SEIT AND RELATED SERVICES	SCIS	SPECIAL CLASS
New York City	Mean	2.0	2.3	2.0	3.9
	Median	2.0	2.0	2.0	3.0
Central	Mean	1.7	3.0	3.0	4.1
	Median	1.0	2.0	3.0	4.0
Western	Mean	1.3	1.7	3.8	3.9
	Median	1.0	1.0	3.0	3.0
Hudson	Mean	1.4	1.6	3.4	3.4
	Median	1.0	1.0	3.0	3.0
Eastern	Mean	1.9	3.0	4.5	4.0
	Median	1.0	2.0	4.0	3.0
Long Island	Mean	1.9	3.0	3.9	4.5
	Median	1.0	2.0	3.0	4.0
All Regions	Mean	1.8	2.3	3.2	4.2
	Median	1.0	2.0	2.0	4.0

Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

*All 10-month and 12-month related services.

The 27 study districts showed considerable variation by N/RC category in terms of the percentages of children who received Related Services Only. **Exhibit 3-23** shows that this program/placement was most often used by children in the Low N/RC districts, and least often used by children in New York City.

**EXHIBIT 3-23
PERCENTAGE OF PRESCHOOL CHILDREN
WHO RECEIVED 10-MONTH AND/OR 12-MONTH RELATED SERVICES ONLY BY
N/RC CATEGORY¹**

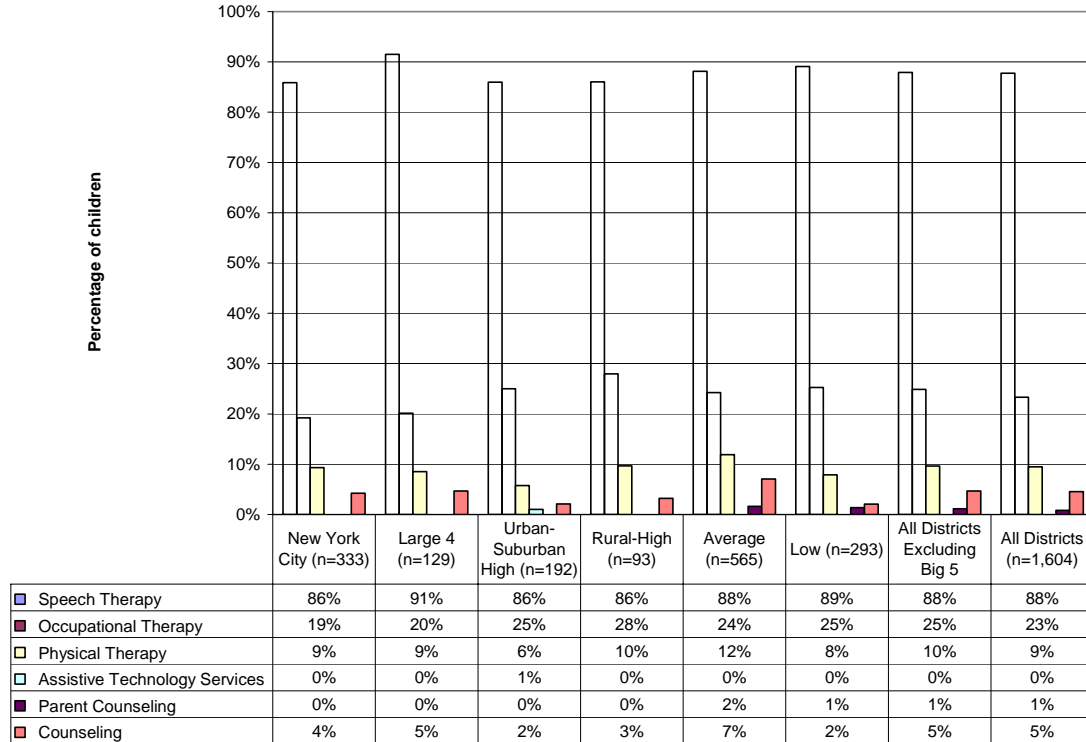


Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

¹ Due to significantly more students being enrolled in 10-month services, n values reflect the total number of students with 10-month services in all PD-7 categories.

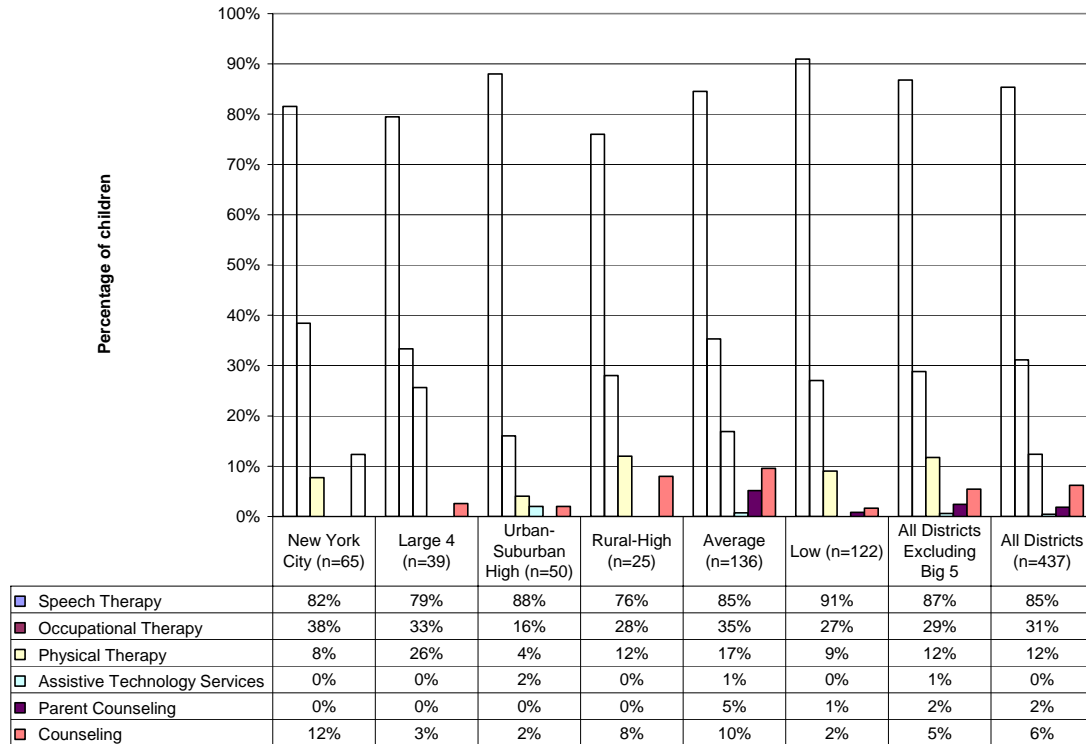
Within the Related Services Only program/placement category, speech and language therapy was the most frequently recommended related service statewide (88%), followed by occupational therapy (23%) and physical therapy (9%) during 10-month programs. Fewer than 10 percent of preschoolers with disabilities received the other types of related services shown in **Exhibit 3-24**. Similar findings were evident for preschoolers with disabilities who received Related Services Only in 12-month programs (see **Exhibit 3-25**).

**EXHIBIT 3-24
PRESCHOOL SPECIAL EDUCATION CHILDREN WHO RECEIVED RELATED
SERVICES ONLY FOR 10 MONTHS BY SERVICE TYPE AND N/R/C CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

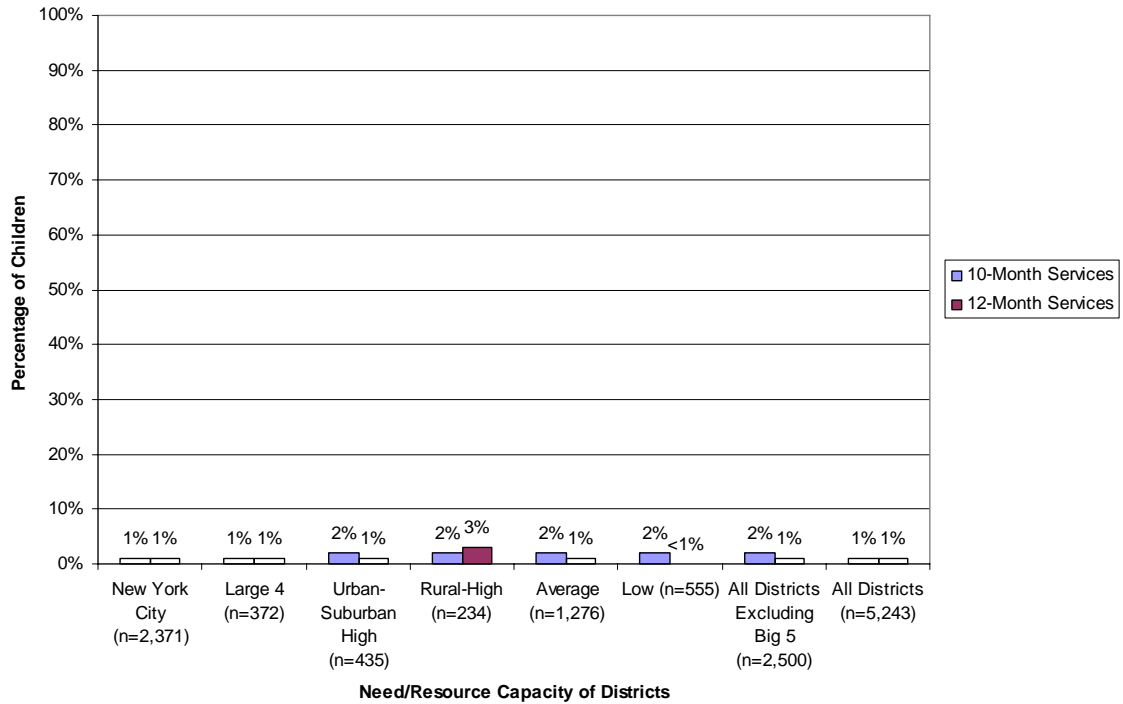
EXHIBIT 3-25
PRESCHOOL SPECIAL EDUCATION CHILDREN WHO RECEIVED RELATED SERVICES ONLY FOR 12 MONTHS BY SERVICE TYPE AND N/R/C CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

The SEIT Only program/placement category was rarely used by districts in the study. **Exhibit 3-26** shows that 3 percent or fewer used this program/placement as a 10- or 12-month service.

**EXHIBIT 3-26
PERCENTAGE OF PRESCHOOL CHILDREN WHO RECEIVED 10- MONTH AND/OR
12-MONTH SEIT ONLY BY N/RC CATEGORY¹**

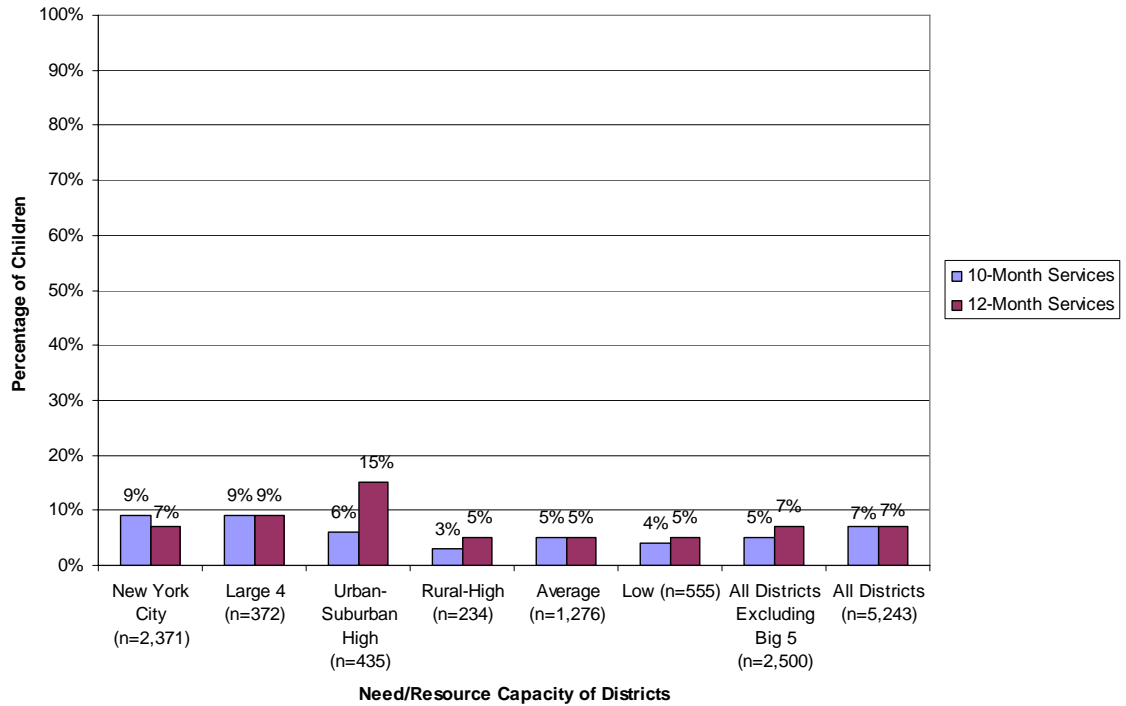


Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

¹ Due to significantly more students being enrolled in 10-month services, n values reflect the total number of students with 10-month services in all PD-7 categories.

The SEIT and Related Services program/placement was provided more often than SEIT Only. Statewide, 7 percent of the preschoolers with disabilities received SEIT and Related Services. Urban-Suburban High Need district students were most likely to receive this program/placement (see **Exhibit 3-27**). Overall, the vast majority of students received Speech Therapy in conjunction with SEIT (see **Exhibits 3-28** and **3-29**).

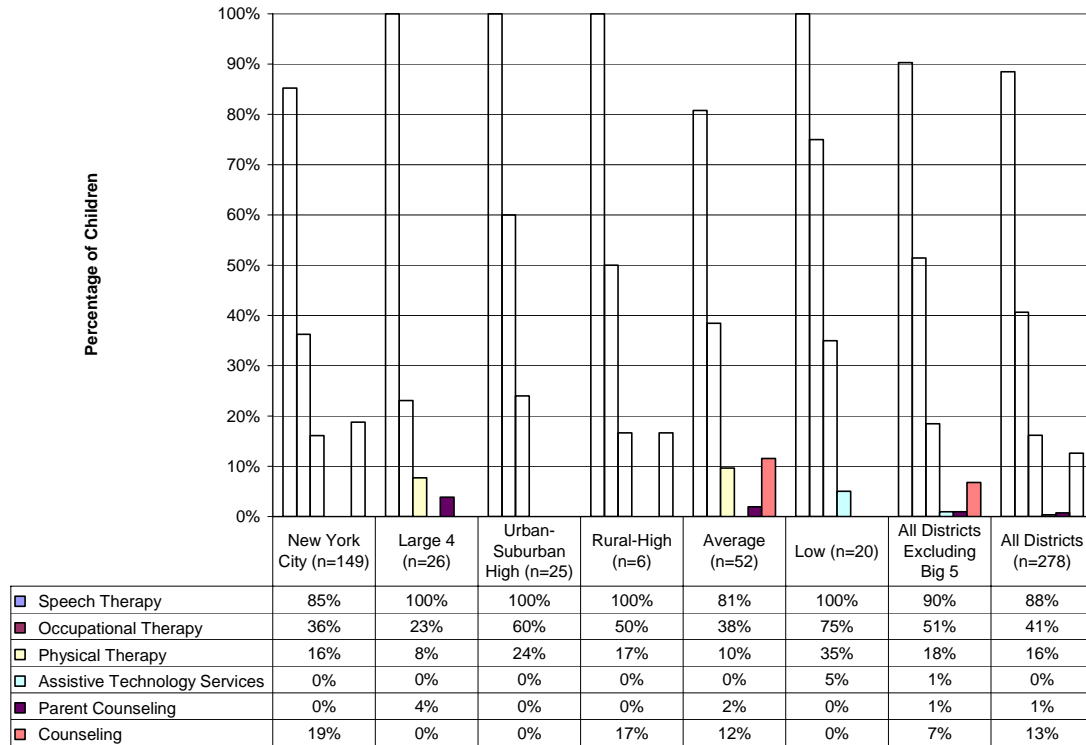
EXHIBIT 3-27
PERCENTAGE OF PRESCHOOL CHILDREN WHO RECEIVED 10-MONTH AND/OR
12-MONTH RELATED SERVICES AND SEIT BY N/RC CATEGORY¹



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

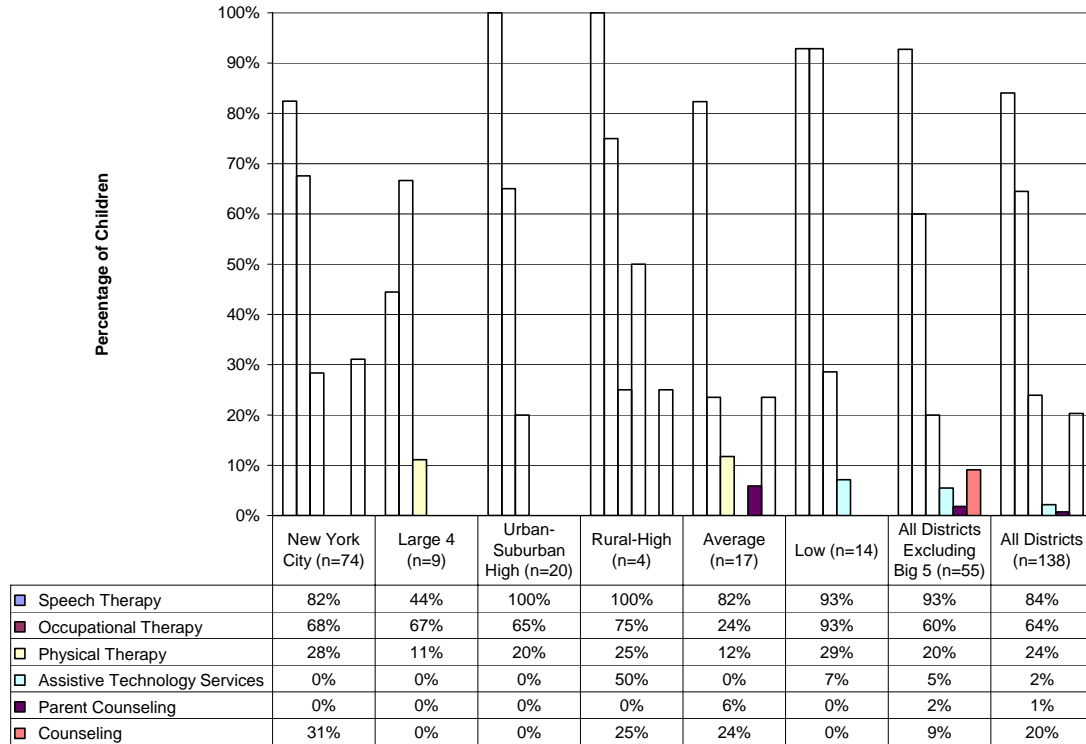
¹ Due to significantly more students being enrolled in 10-month services, n values reflect the total number of students with 10-month services in all PD-7 categories.

**EXHIBIT 3-28
TYPES OF RELATED SERVICES RECEIVED BY PRESCHOOL CHILDREN
WITH DISABILITIES WHO RECEIVED RELATED SERVICES AND SEIT FOR 10
MONTHS BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

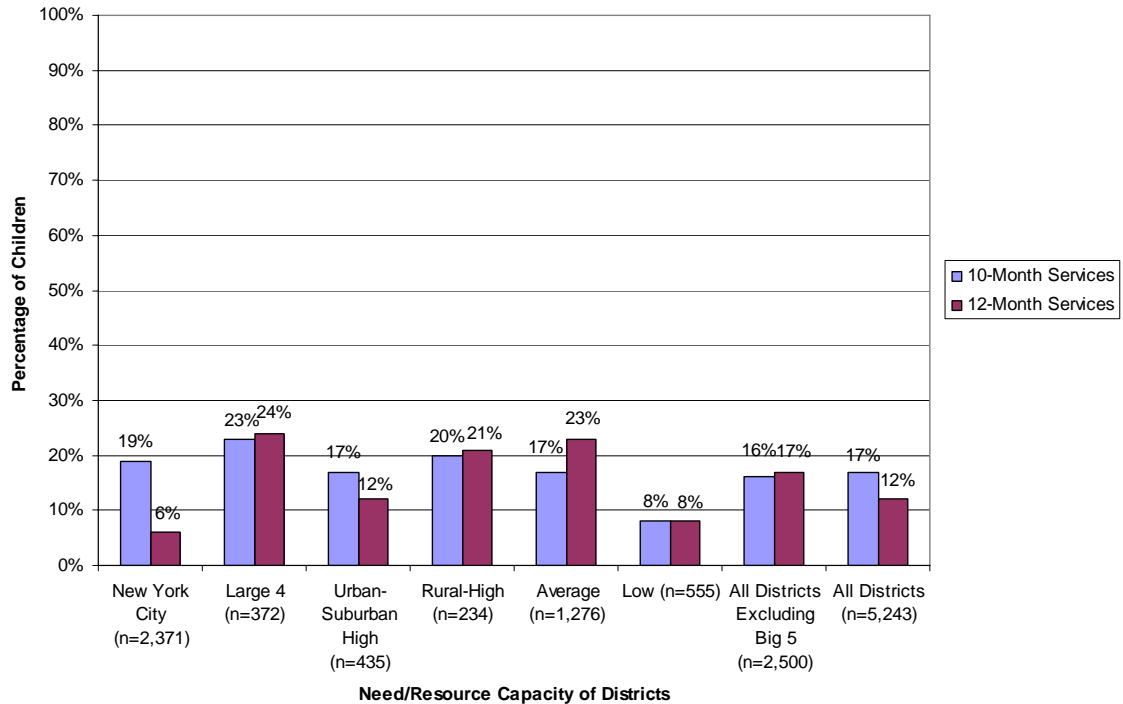
**EXHIBIT 3-29
TYPES OF RELATED SERVICES RECEIVED BY PRESCHOOL CHILDREN
WITH DISABILITIES WHO RECEIVED RELATED SERVICES AND SEIT FOR 12
MONTHS BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

Exhibit 3-30 shows that compared to the other N/RC district types, the Urban-Suburban High Need and Low Need districts, as well as New York City, had smaller percentages of children receiving 10-month services in Special Class Integrated programs.

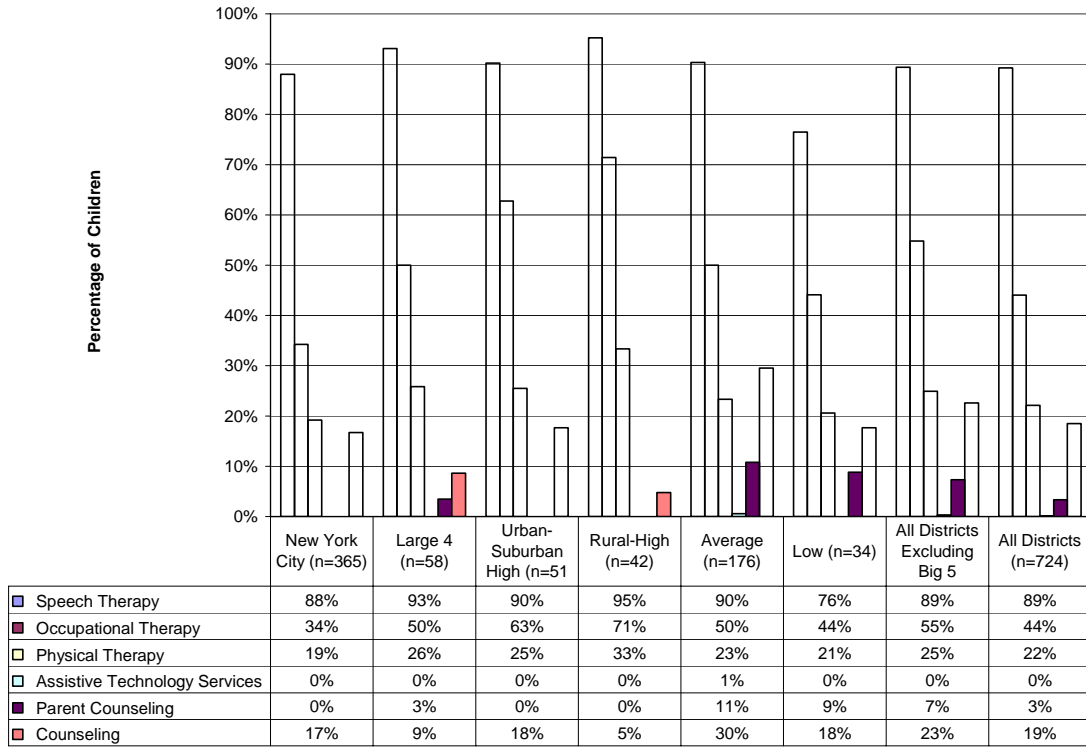
**EXHIBIT 3-30
PERCENTAGE OF PRESCHOOL CHILDREN WITH DISABILITIES WHO RECEIVED
10-MONTH AND/OR 12-MONTH SPECIAL CLASS PROGRAMS IN INTEGRATED
SETTINGS (SCIS) BY N/RC CATEGORY¹**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
¹ Due to significantly more students being enrolled in 10-month services, n values reflect the total number of students with 10-month services in all PD-7 categories.

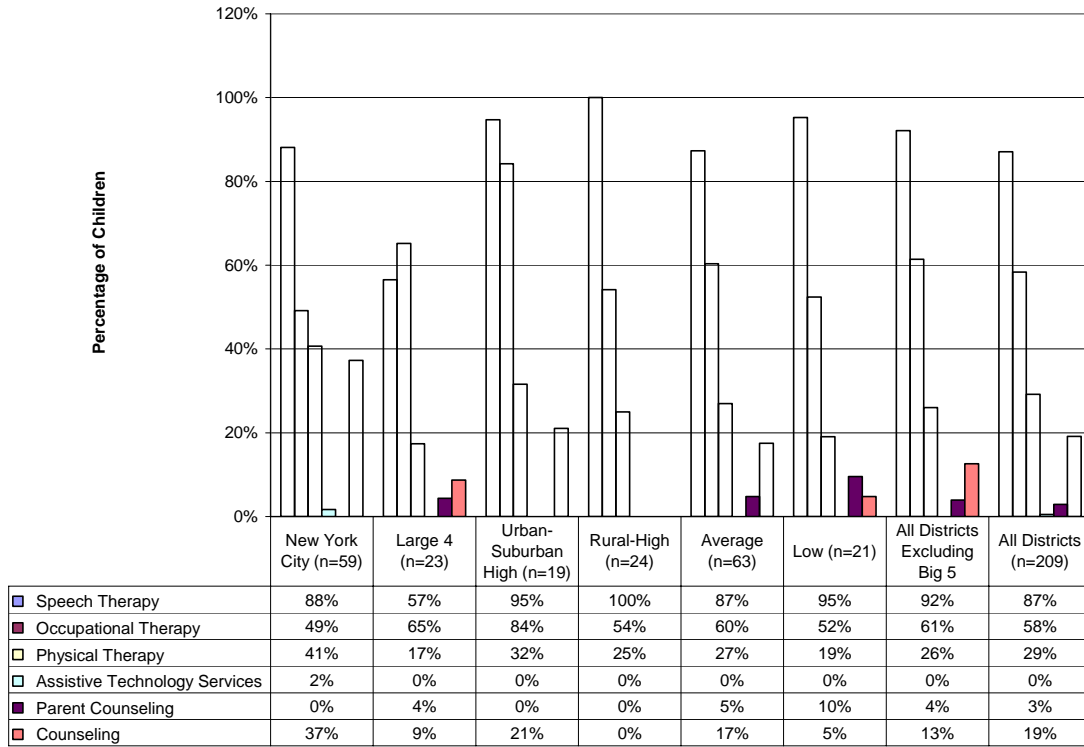
Exhibits 3-31 and **3-32** show that speech therapy was the most common type of related service received in Special Class Programs in Integrated Settings (SCIS) statewide. Furthermore, **Exhibit 3-32** shows that preschoolers with disabilities in this program/placement also received speech therapy services at a somewhat lower rate although these subsample findings should not be generalized to the special education population owing to the relatively small number of students reported in the subsample.

EXHIBIT 3-31
TYPES OF RELATED SERVICES RECEIVED BY
PRESCHOOL SPECIAL EDUCATION CHILDREN IN 10-MONTH
SPECIAL CLASS PROGRAMS IN AN INTEGRATED SETTING BY N/RC CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

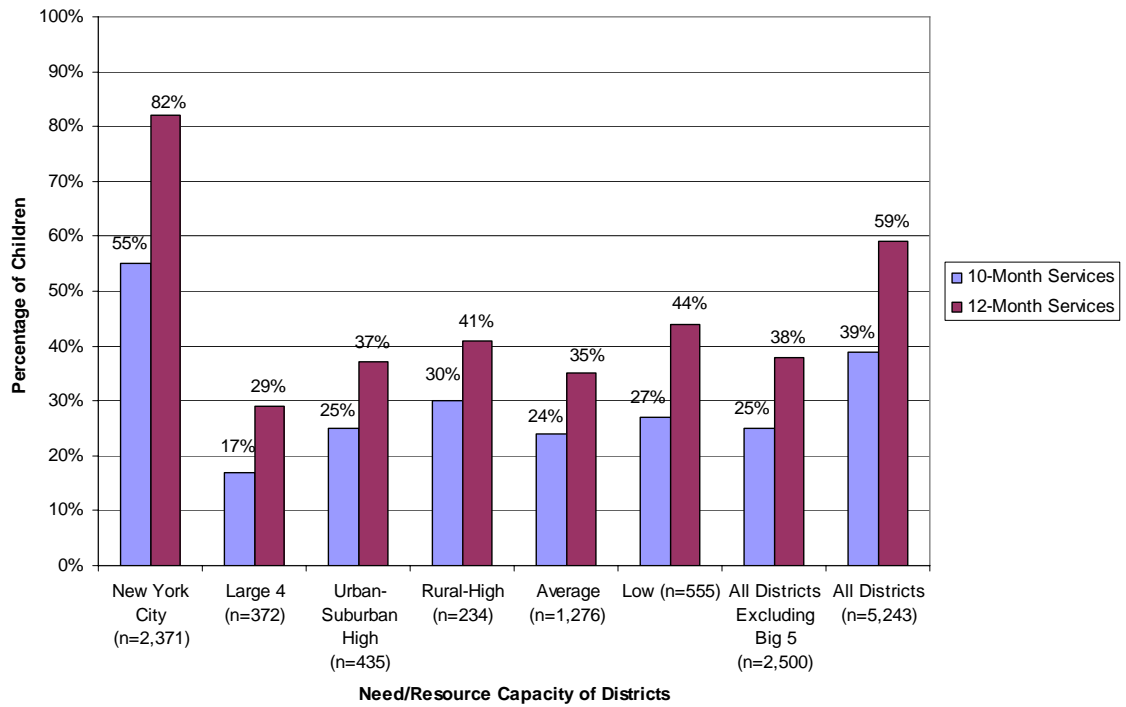
**EXHIBIT 3-32
TYPES OF RELATED SERVICES RECEIVED BY
PRESCHOOL SPECIAL EDUCATION CHILDREN IN 12-MONTH
SPECIAL CLASS PROGRAMS IN AN INTEGRATED SETTING BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

Exhibit 3-33 shows that between 17 and 55 percent of the study’s preschoolers with disabilities were in Special Class 10-month programs/placements.

**EXHIBIT 3-33
PRESCHOOL SPECIAL EDUCATION CHILDREN IN
10-MONTH AND/OR 12-MONTH SPECIAL CLASS BY N/RC CATEGORY¹**

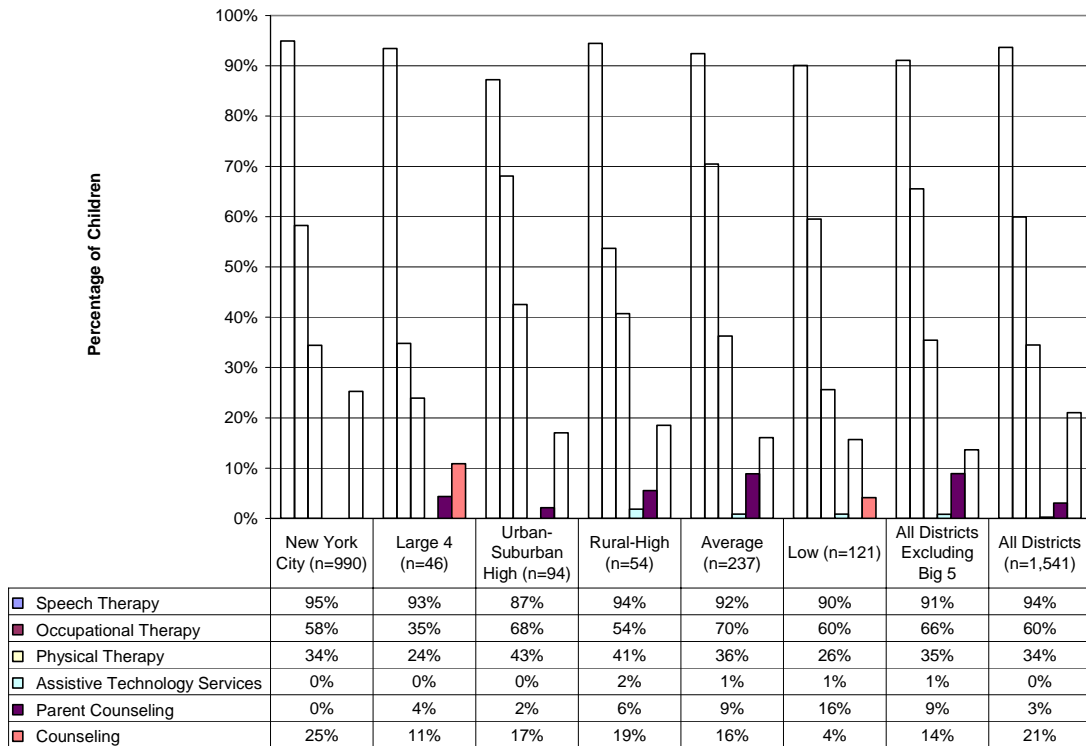


Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

¹ Due to significantly more students being enrolled in 10-month services, n values reflect the total number of students with 10-month services in all PD-7 categories.

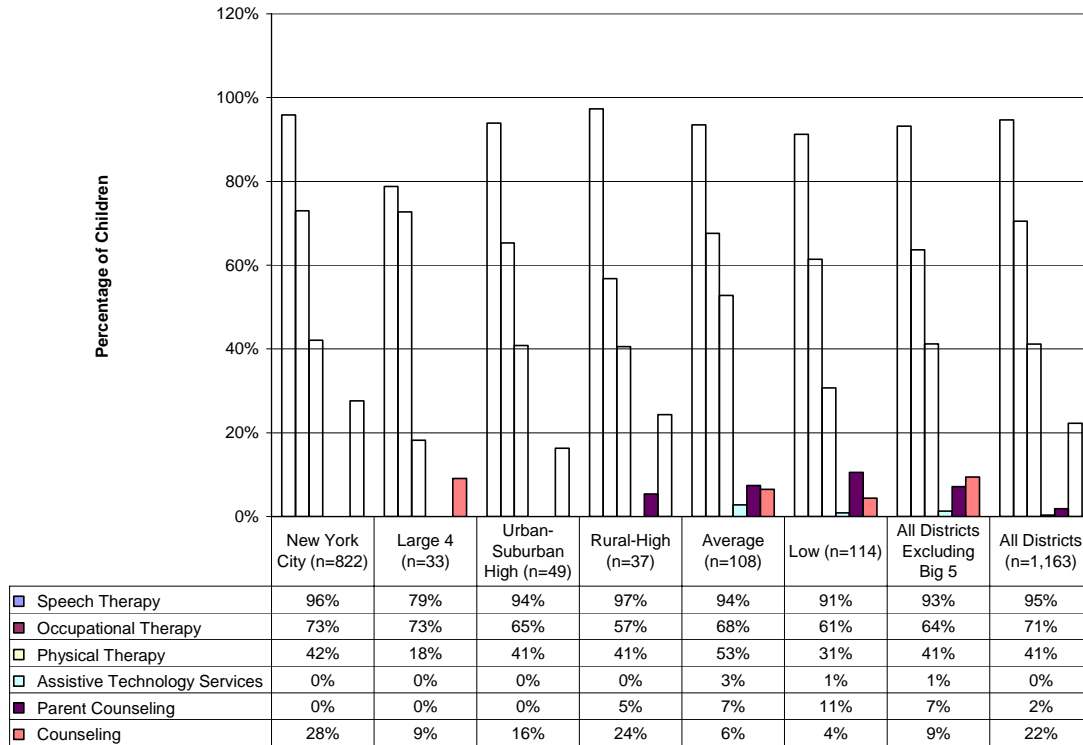
Exhibits 3-34 and **3-35** reporting trends by N/RC for students receiving special class in 10-month and 12-month programs, respectively, show similar patterns across N/RC category with the highest percentage of students receiving speech therapy, followed by occupational therapy and, then, physical therapy.

**EXHIBIT 3-34
TYPES OF RELATED SERVICES RECEIVED BY
PRESCHOOL SPECIAL EDUCATION CHILDREN IN 10-MONTH SPECIAL CLASS BY
N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

**EXHIBIT 3-35
TYPES OF RELATED SERVICES RECEIVED BY
PRESCHOOL SPECIAL EDUCATION CHILDREN IN 12-MONTH SPECIAL CLASS BY
N/RC CATEGORY**

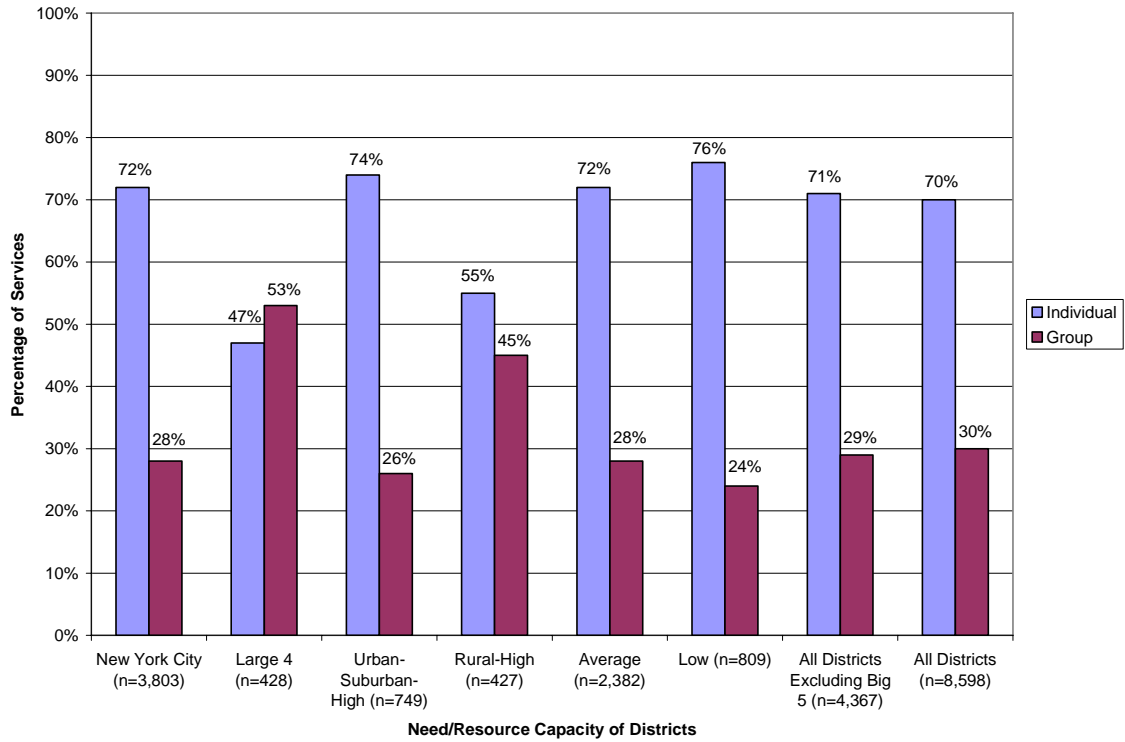


Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

3.4 Instructional Settings for Preschoolers with Disabilities

This section describes the instructional settings of preschoolers with disabilities participating in the study—specifically, with respect to type of session (individual vs. group), location of program/placement, and class size ratios. **Exhibit 3-36** shows that in all but two N/RC categories more than 70 percent of all Related Services were delivered in individual sessions. For both Cohort 1 and Cohort 2 in the Rural High Need districts, the percentage of services delivered in individual sessions was almost equivalent to the percentage of services delivered in group sessions.

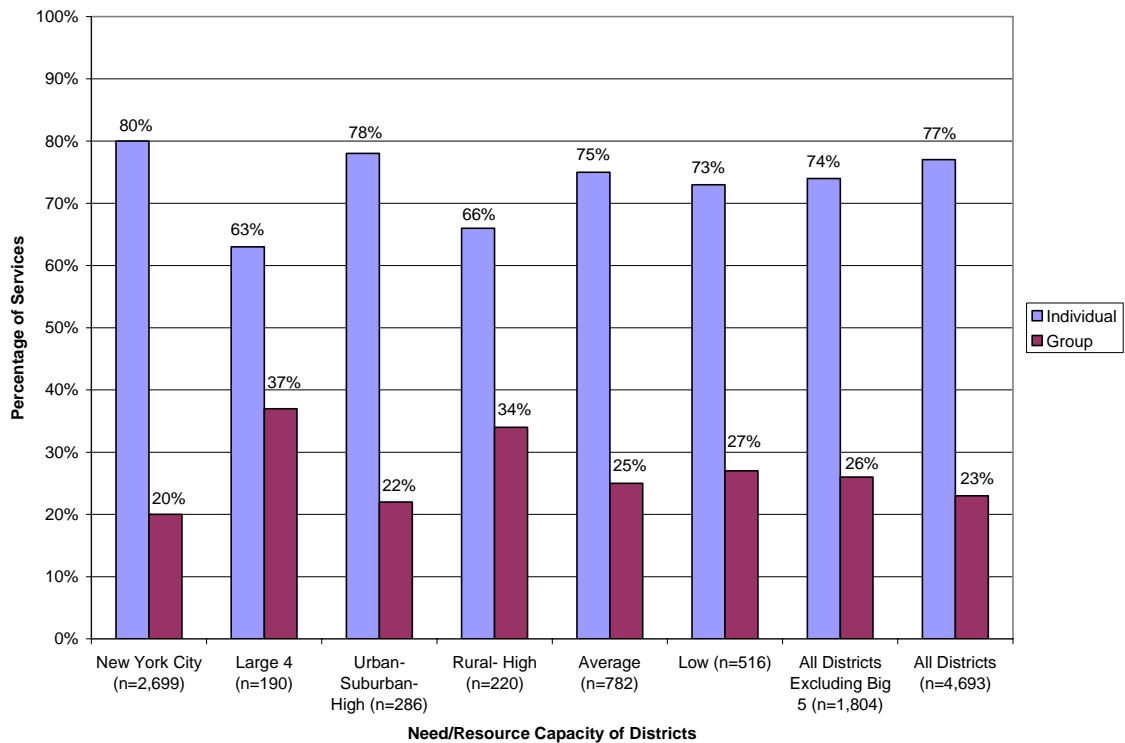
EXHIBIT 3-36
TYPE OF SESSION OF 10-MONTH RELATED SERVICES FOR
PRESCHOOL SPECIAL EDUCATION CHILDREN BY N/RC CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

By contrast to Exhibit 3-35, **Exhibit 3-37** shows that students in 12-month programs received services predominately in individual sessions (77% on average).

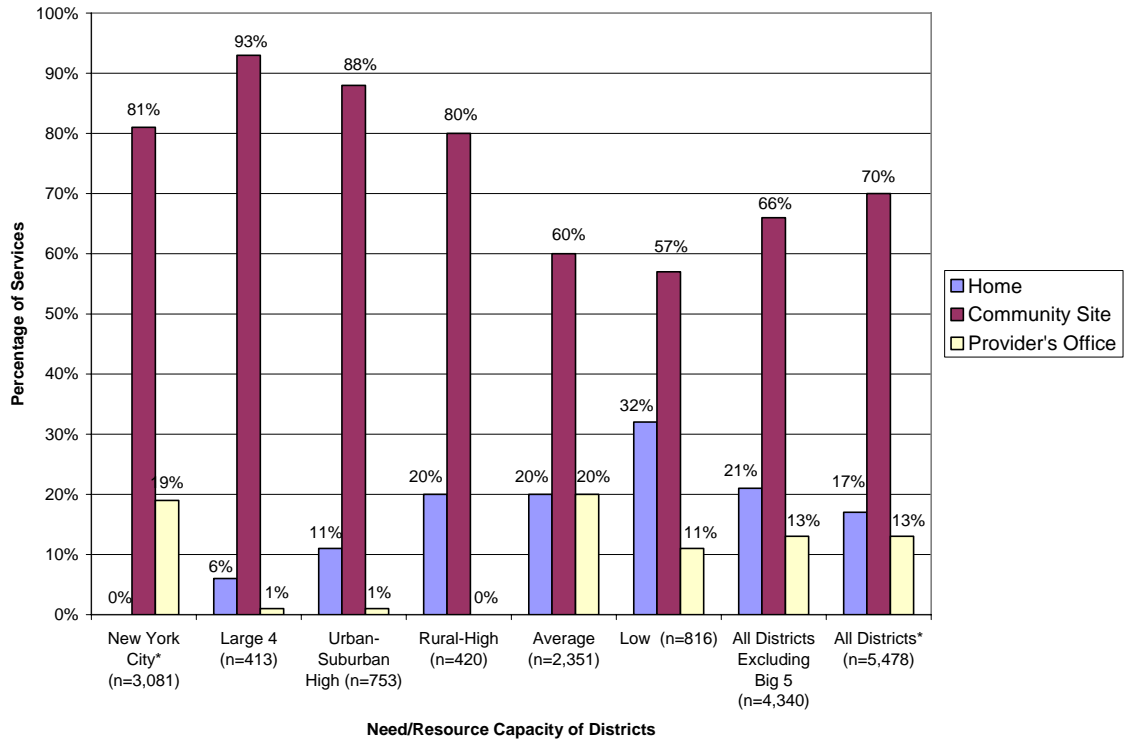
**EXHIBIT 3-37
TYPE OF SESSION OF 12-MONTH RELATED SERVICES FOR
PRESCHOOL SPECIAL EDUCATION CHILDREN BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

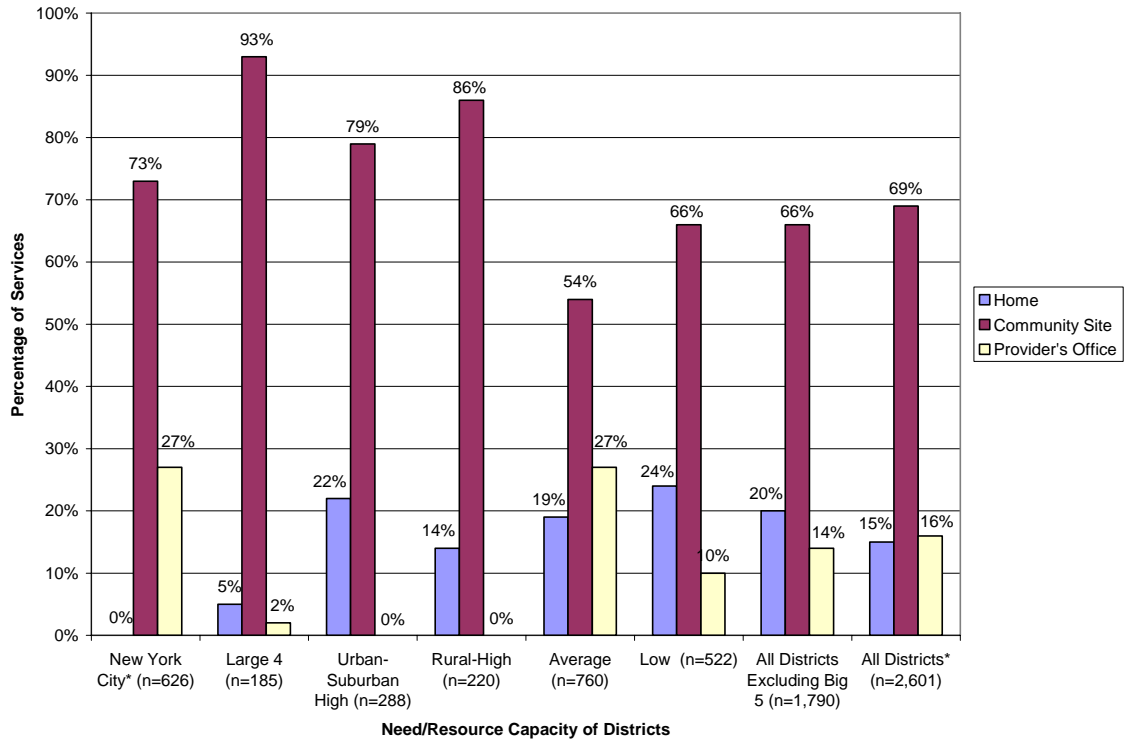
For the most part, services were received at a community site or at home. A community site is defined as any site that is not the child’s home or the provider’s office. In Average and Rural High Need districts, almost half of all services were delivered at home. In New York City and the Low Need districts, almost one-third of services were delivered in the provider’s office. All other districts had less than 10 percent of their services delivered at the provider’s office (see **Exhibits 3-38** and **3-39**).

**EXHIBIT 3-38
LOCATION OF 10-MONTH RELATED SERVICES FOR PRESCHOOL SPECIAL EDUCATION CHILDREN BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
*Does not include Cohort 2 from New York City.

EXHIBIT 3-39
LOCATION OF 12-MONTH RELATED SERVICES FOR PRESCHOOL SPECIAL EDUCATION CHILDREN BY N/RC CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
 *Does not include Cohort 2 from New York City.

Exhibit 3-40 shows that a ratio of eight typical to eight disabled peers (8:8) was the most frequent configuration in Special Class Programs in an Integrated Setting. Nine typical and nine disabled peers (9:9) comprised the classroom configuration for the majority of students in the Urban-Suburban High Need districts and the Average Need districts.

**EXHIBIT 3-40
RATIO OF TYPICAL TO DISABLED PEERS IN
SPECIAL CLASS INTEGRATED PROGRAMS BY N/RC CATEGORY**

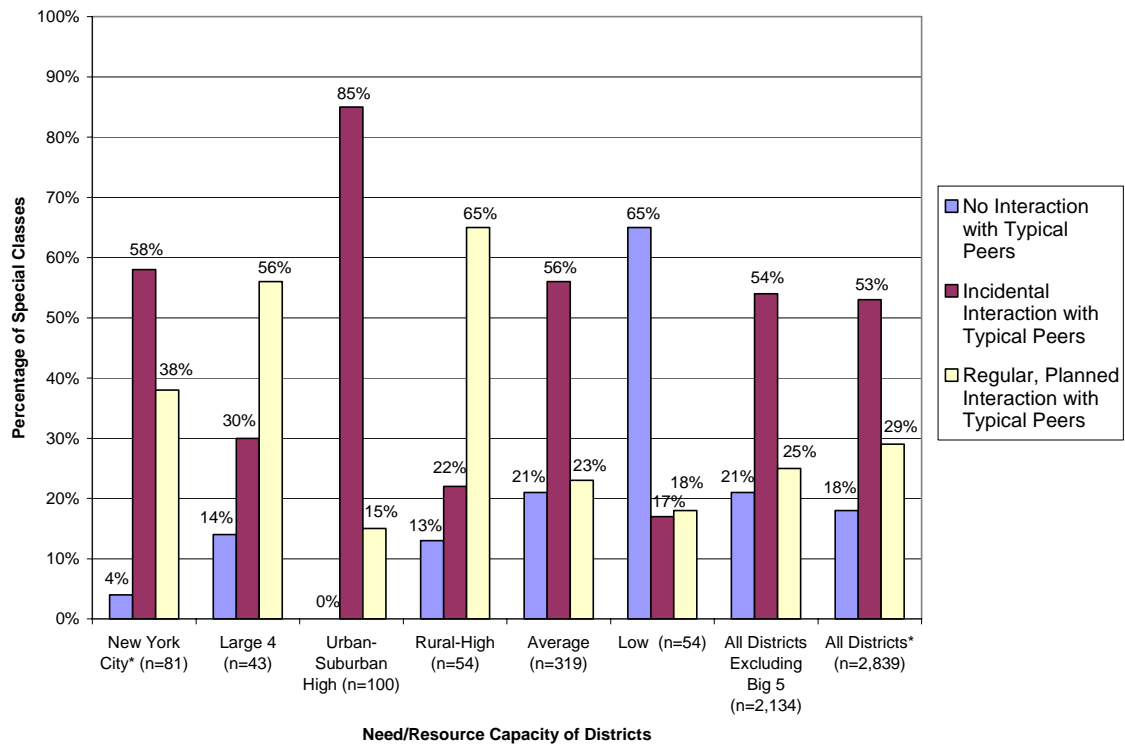
NEED/RESOURCE CATEGORY	RATIO OF TYPICAL TO DISABLED PEERS			
	RATIO	FREQUENCY	RATIO	FREQUENCY
NYC School Districts	8:7	10	12:12	3
Large 4 Cities' School Districts	4:8	1	9:6	1
	4:10	1	10:10	2
	6:6	8	10:5	1
	6:8	1	10:6	2
	6:11	1	10:8	1
	6:12	4	11:5	5
	6:15	1	12:6	2
	8:8	20	13:6	14
Urban-Suburban High N/RC Districts	4:8	1	9:9	27
	6:6	2	10:10	3
	6:12	2	12:6	9
Rural High N/RC Districts	5:7	4	8:8	20
	6:6	9		
Average N/RC Districts	3:9	2	10:8	5
	6:3	1	12:6	9
	6:6	4	12:12	4
	6:12	6	14:3	1
	8:6	1	14:6	10
	8:7	6	14:9	1
	8:8	10	17:6	15
	9:9	15	19:3	1
	10:5	2		
Low N/RC Districts	4:4	1	8:6	16
	4:8	4	10:10	1
	6:4	7	12:6	1
	6:6	6	12:12	3

Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

3.5 Analysis of Level of Interaction with Typical Peers During Preschool

Examining in **Exhibits 3-41** and **3-42** the extent to which the programs and placements of preschoolers with disabilities placed in Special Class had opportunities for interaction with typical peers, the level of interaction with typical peers varied from N/RC to N/RC category. In New York City, Urban-Suburban High Need, and Average Need districts, more than half of programs reported incidental interaction such as running into typical peers at the water fountain. In Rural High Need and the Large Four districts, more than half of programs reported regular, planned interaction with typical peers. Low Need districts more often reported no interaction with typical peers. Low Need districts more often reported no interaction with typical peers.

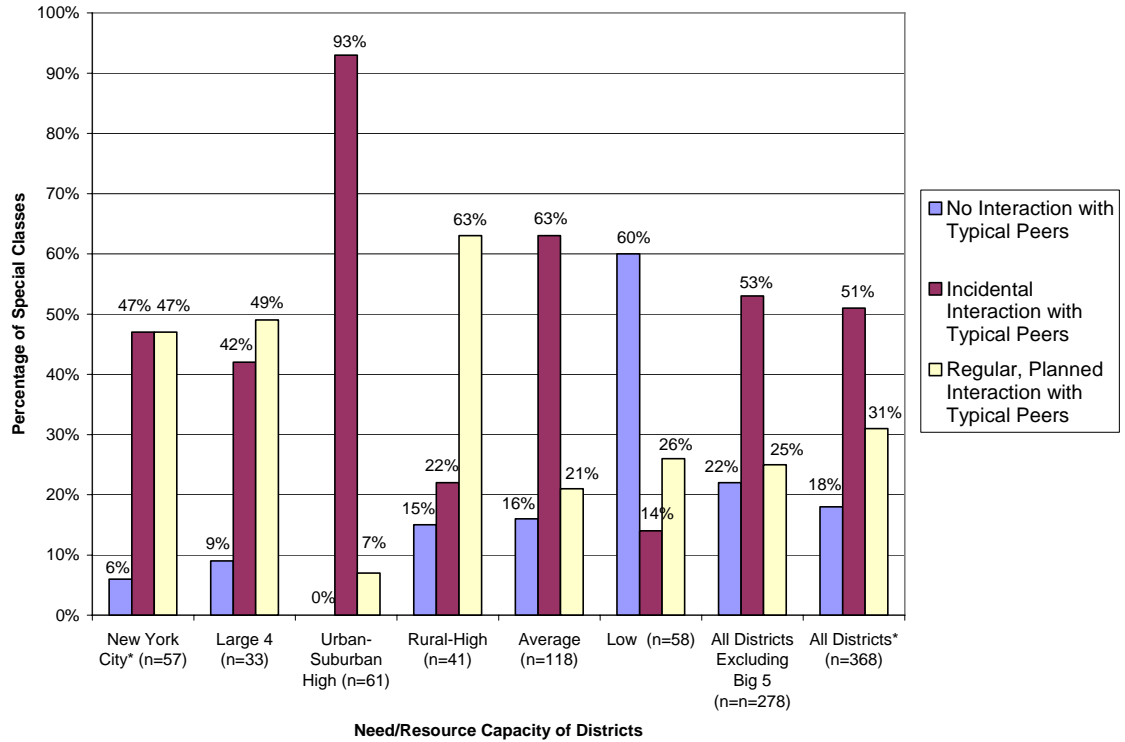
**EXHIBIT 3-41
LEVEL OF INTERACTION OF PRESCHOOL SPECIAL EDUCATION CHILDREN
WITH TYPICAL PEERS IN 10-MONTH SPECIAL CLASSES BY N/RC CATEGORY**



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.

*Does not include Cohort 2 from New York City.

EXHIBIT 3-42
INTERACTION OF PRESCHOOL SPECIAL EDUCATION CHILDREN WITH TYPICAL PEERS IN 12-MONTH SPECIAL CLASSES BY N/RC CATEGORY



Source: MGT of America, Inc., New York Preschool Special Education Study database, 2000–2002.
 *Does not include Cohort 2 from New York City.